

School Year:

2024-25



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mills High School	41-69047-4134557	November 2022	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mills High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

➤ Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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## Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Mills High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

### Schoolwide Program

SPSA Goals were created to align with the District LCAP goals: LCAP Goal 1—Safe & Connected Community: We are dedicated as a district to creating a welcoming, culturally responsive, and supportive culture and community in our schools and across the District. Effective learning environments are created when students, staff, and families are emotionally, physically, and socially safe. LCAP Goal 2 - Humanizing Education: All Students will participate in learning experiences that are joyful, uplifting, empowering, and validating of their identities. LCAP Goal 3 - Empowering Staff: Ensuring that staff have and utilize the tools, resources, training and professional learning that promotes a culture of well-being and learning among students.

## Educational Partner Involvement

How, when, and with whom did Mills High School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Involvement in the annual review and update of the SPSA includes the following:

- Review of goals and related data by the ELAC
- Review of goals and related data by Academic Senate
- Review of goals and related data by School Site Council
- Approval of SPSA by School Site Council

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Our systematically marginalized students (students that are socio-economically disadvantaged, students with IEPs, Hispanic/Latino, and Black and Pacific Islander students) have historically been provided less resources and opportunities to academically succeed compared to their peers.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Suspension Rate

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Graduation Rate- Students with Disabilities  
College & Career Readiness- Hispanic Students  
Mathematics- Hispanic Students

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

D/F Rate for Multilingual Learner students in English, Algebra I, Geometry, Algebra 2, Biology, Chemistry, Ethnic Studies, Modern World History, US History and Physical Education  
D/F Rate for Students with Disabilities in English, Math, and World Language  
D/F Rate for Hispanic Students in Math

Based on Fall 2024 Grading Period 3 Mark Analysis Data

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mills High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup				
Student Group	21-22	22-23	23-24	24-25
American Indian	3 0.26%	1 0.09%	%	%
Native American	6 0.52%	7 0.61%	2 0.18%	%
Asian	563 48.70%	559 48.99%	557 49.78%	%
Filipino	93 8.04%	100 8.76%	100 8.94%	%
Hispanic/Latino	212 18.34%	223 19.54%	219 19.57%	%
Pacific Islander	15 1.30%	13 1.14%	13 1.16%	%
White	160 13.84%	138 12.09%	130 11.62%	%
Multiple/No Response	104 9.00%	100 8.76%	98 8.76%	%
<b>Total Enrollment</b>	<b>1,156</b>	<b>1141</b>	<b>1119</b>	

### Enrollment By Grade Level

Student Enrollment by Grade Level				
Grade	Number of Students			
	21-22	22-23	23-24	24-25
Grade 9	266	285	271	
Grade 10	294	270	286	
Grade 11	305	294	271	
Grade 12	291	292	291	
<b>Total Enrollment</b>	1,156	1,141	1,119	

**Conclusions based on this data:**

1. Steady enrollment numbers since 2019-2020 with a slight decline overall.
2. Mills remains a relatively small school with the ability to better meet the needs of subgroups of students.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment			
Student Group	21-22	22-23	23-24
English Learners	59 5.6%	43 5.1%	44 3.9%
Fluent English Proficient (FEP)	540 44.5%	554 46.7%	548 48.9%
Reclassified Fluent English Proficient (RFEP)	467 40.4%	482 42.2%	475 42.4%

State RFEP Rate

### Conclusions based on this data:

1. Numbers for English Learners and Fluent English Proficient students remained relatively stable since 2019 with a slight increase in FEP students for a continued focus on building academic literacy in instruction.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	288	287	266	139	265	263	139	265	263	48.3	92.3	98.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	2678.5	2648.8	2638.5	48.92	46.79	39.92	34.53	26.04	35.36	15.11	15.09	14.45	1.44	12.08	10.27

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
<b>Grade 11</b>	46.76	38.49	31.56	48.20	48.30	59.32	5.04	13.21	9.13	

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 11</b>	59.71	48.86	45.25	37.41	40.15	41.44	2.88	10.98	13.31

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 11</b>	20.29	19.25	27.00	75.36	71.70	66.16	4.35	9.06	6.84

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 11</b>	47.48	36.23	36.12	48.20	58.11	56.27	4.32	5.66	7.60

**Conclusions based on this data:**

1. Over 75% of students exceeded or met the standards in English with a steady increase of 2.5% from the previous year.
2. For students that took the test, high numbers of students are above, at, or near standards in Reading, Writing, Listening and Research/Inquiry with over 85% above, at or near the standard.
3. Areas of focus include reading and writing that have lower percentages meeting or nearly meeting standards.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	288	287	266	121	260	262	121	260	262	42.0	90.6	98.5

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	2698.4	2645.7	2633.4	47.93	36.54	27.48	23.14	20.00	29.01	20.66	22.69	16.79	8.26	20.77	26.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	48.76	39.23	32.82	43.80	38.46	43.13	7.44	22.31	24.05

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	47.11	35.38	28.24	47.93	52.31	54.20	4.96	12.31	17.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	44.63	31.15	28.63	52.07	56.15	55.73	3.31	12.69	15.65

**Conclusions based on this data:**

1. Over half of students exceeded or met the standards in Math at 56% of the total number of students, remaining steady from the previous year. Over 40% of students nearly met or did not meet the math standards, with an increase in students not meeting standards.
2. Over 80% of students are above, at or near standards in problem solving/modeling and communicating reasoning.
3. Areas of focus include concepts & procedures, applying mathematical concepts and procedures.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1608.7	1576.8	1577.9	1609.9	1562.6	1559.2	1606.9	1590.4	1596.3	16	16	13
10	1641.6	*	1614.4	1647.9	*	1613.4	1634.9	*	1615.0	20	9	12
11	*	*	*	*	*	*	*	*	*	8	6	10
12	*	*	*	*	*	*	*	*	*	8	6	6
<b>All Grades</b>										52	37	41

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	50.00	18.75	30.77	43.75	50.00	38.46	0.00	18.75	30.77	6.25	12.50	0.00	16	16	13
10	60.00	*	50.00	30.00	*	25.00	10.00	*	25.00	0.00	*	0.00	20	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	48.08	18.92	39.02	44.23	54.05	36.59	5.77	18.92	24.39	1.92	8.11	0.00	52	37	41

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	56.25	18.75	38.46	37.50	37.50	46.15	0.00	25.00	7.69	6.25	18.75	7.69	16	16	13
10	65.00	*	58.33	35.00	*	41.67	0.00	*	0.00	0.00	*	0.00	20	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.69	21.62	48.78	40.38	51.35	41.46	0.00	16.22	7.32	1.92	10.81	2.44	52	37	41

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	31.25	25.00	30.77	50.00	37.50	15.38	12.50	31.25	53.85	6.25	6.25	0.00	16	16	13
10	55.00	*	41.67	20.00	*	25.00	20.00	*	33.33	5.00	*	0.00	20	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.62	18.92	26.83	40.38	48.65	34.15	21.15	29.73	39.02	3.85	2.70	0.00	52	37	41

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
9	25.00	31.25	7.69	68.75	56.25	84.62	6.25	12.50	7.69	16	16	13	
10	30.00	*	33.33	70.00	*	58.33	0.00	*	8.33	20	*	12	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	19.23	18.92	21.95	78.85	75.68	70.73	1.92	5.41	7.32	52	37	41	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	87.50	37.50	76.92	6.25	43.75	15.38	6.25	18.75	7.69	16	16	13
10	85.00	*	91.67	15.00	*	8.33	0.00	*	0.00	20	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	84.62	48.65	75.61	13.46	37.84	21.95	1.92	13.51	2.44	52	37	41

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	37.50	25.00	30.77	56.25	62.50	69.23	6.25	12.50	0.00	16	16	13
10	60.00	*	50.00	35.00	*	33.33	5.00	*	16.67	20	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.46	27.03	34.15	57.69	62.16	58.54	3.85	10.81	7.32	52	37	41

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	18.75	0.00	7.69	81.25	93.75	92.31	0.00	6.25	0.00	16	16	13
10	20.00	*	25.00	80.00	*	75.00	0.00	*	0.00	20	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	8.11	14.63	76.92	86.49	85.37	0.00	5.41	0.00	52	37	41

**Conclusions based on this data:**

1. 59 total students in 2020/21 and 52 students in 2021/22 with a drop to 37 students in 22/23 and an increase up to 41 students for 23/24.
2. All areas (oral, written, listening, speaking) are an area of focus since. Instructional activities in the classroom should focus on increasing listening, writing and reading opportunities/engagement for MLs.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

### 2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,119</b>	<b>18.1%</b>	<b>3.9%</b>	<b>0.0%</b>

Total Number of Students enrolled in Mills High School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

### 2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
<b>English Learners</b>	44	3.9%
<b>Foster Youth</b>	0	0.0%
<b>Homeless</b>	4	0.4%
<b>Socioeconomically Disadvantaged</b>	203	18.1%
<b>Students with Disabilities</b>	105	9.4%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
<b>African American</b>	2	0.2%
<b>American Indian</b>	0	0.0%
<b>Asian</b>	557	49.8%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
Filipino	100	8.9%
Hispanic	219	19.6%
Two or More Races	98	8.8%
Pacific Islander	13	1.2%
White	130	11.6%

#### Conclusions based on this data:

1. Mills serves a diverse group of students, indicating a need to closely examine disaggregated achievement and school climate data.
2. There is a significant number of Socioeconomically Disadvantaged students at Mills with nearly 20% of the population designated as SES.
3. Students with disabilities and English learner percentages support a focus on equity and access. The diversity of our students, in general, requires us to examine culturally relevant strategies, language development and universal design in the classroom.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow









Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Green</p>	<p><b>Graduation Rate</b></p>  <p>Green</p>	<p><b>Suspension Rate</b></p>  <p>Orange</p>
<p><b>Mathematics</b></p>  <p>Green</p>		
<p><b>English Learner Progress</b></p>  <p>Blue</p>		
<p><b>College/Career</b></p>  <p>Green</p>		

**Conclusions based on this data:**

- Dashboard Data in SPSA reflects Fall of 2024 Data. Mills is in the Green and Blue categories for all performance data areas with the exception of Suspension Rates. Graduation rates increased slightly for Students with Disabilities and maintained for Hispanic and Socio-economically disadvantaged students.
- According to Dashboard Data, English Language Arts, Math, and Graduate rates remain strong. ELA is 56 points above standard, and math is 6 points above standard. No students in red or orange for ELA, with gains of 56 points for Hispanic students and 63 points for socioeconomically disadvantaged

students. Hispanic students are in the orange for math but scored a gain of 42 points. Socioeconomically disadvantaged students made gains of 68 points in math. Over 71% of ELs are making progress in English language proficiency. College & Career Readiness reflect similar data being in the green with an overall gain of 4 points. Hispanic students declined 18 points and students with disabilities increased 15 points.

3. Areas of focus include- Students with Disabilities in graduation & suspension rates. Hispanic students in college & career indicator, suspension, ELA and math (all areas), and socioeconomically disadvantaged students with suspension.

# School and Student Performance Data

## Academic Performance English Language Arts

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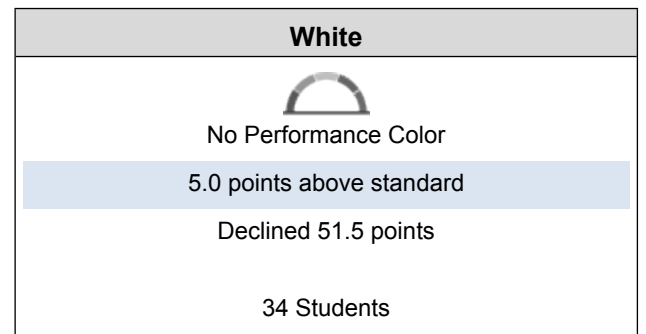
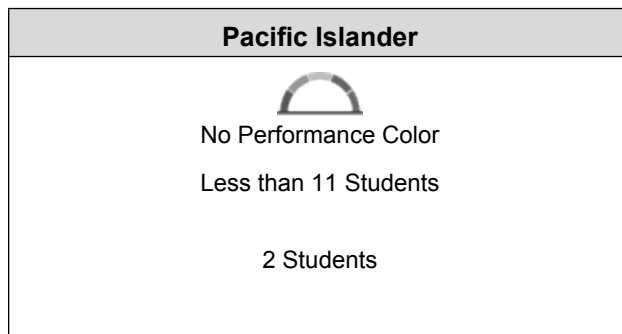
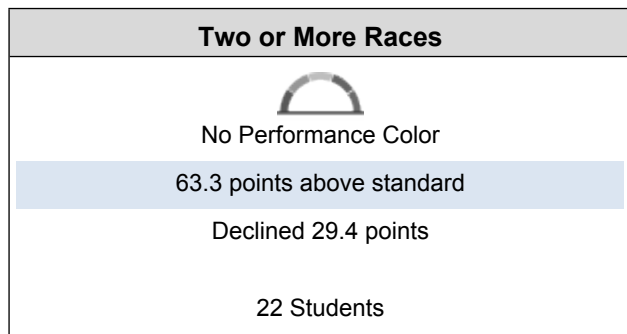
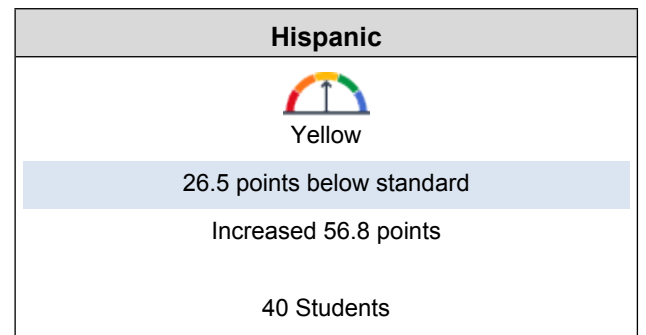
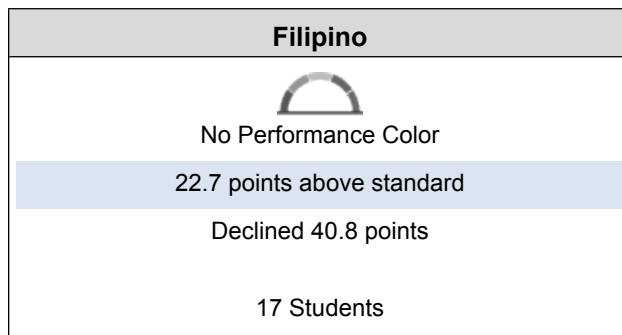
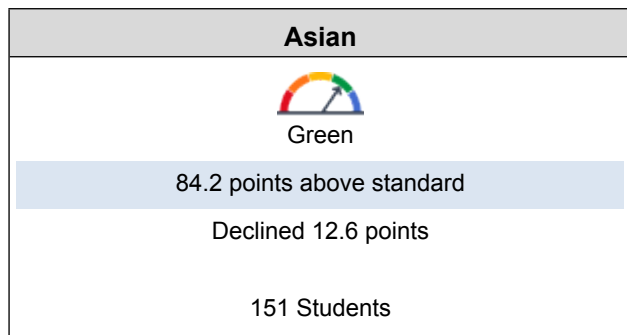
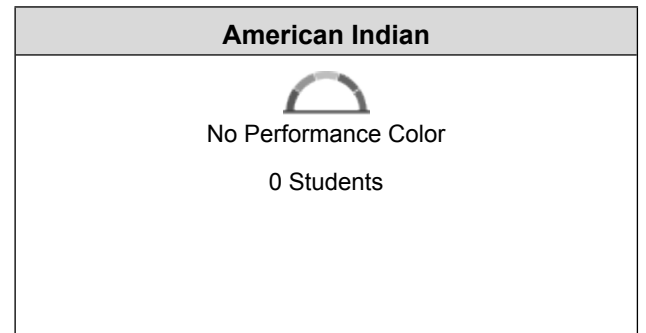
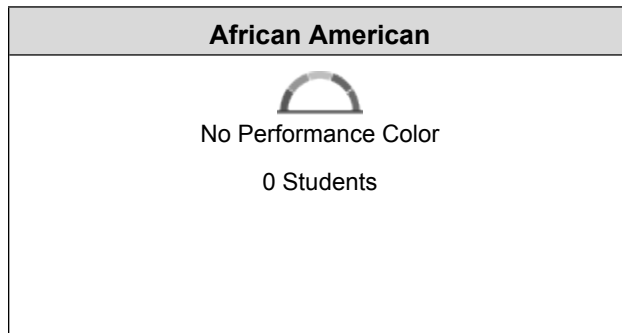
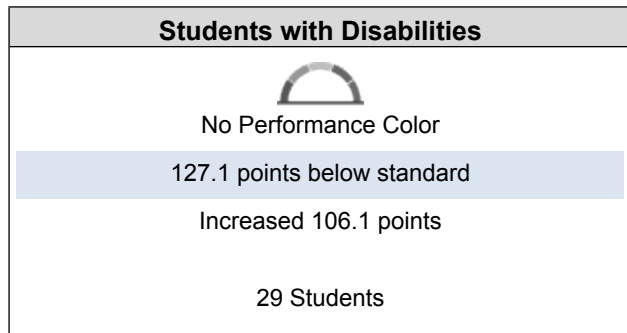
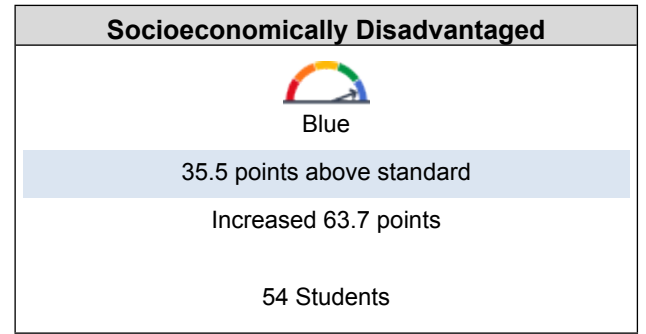
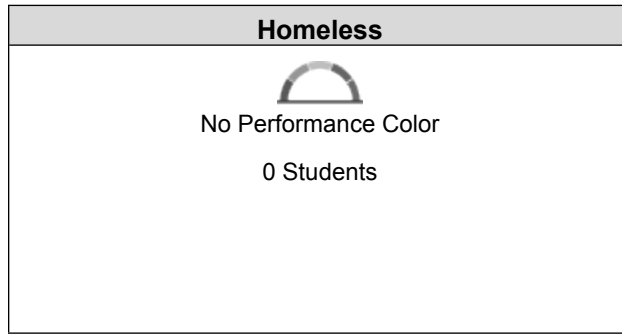
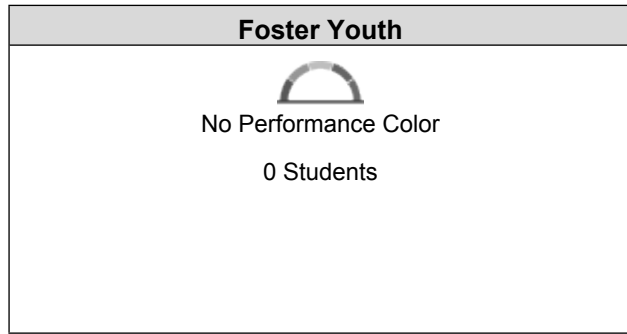


This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 55.5 points above standard Maintained 0.0 points 262 Students	 No Performance Color 34.8 points below standard Increased 47.8 points 27 Students	 No Performance Color Less than 11 Students 2 Students



**Conclusions based on this data:**

1. Dashboard data in the SPSA reflects Spring 2024 scores. The "All Student" group remains 50 points above the standard.
2. Hispanic students increased 56 points but are still in the yellow category.
3. SES students increased significantly by 63 points and are 35 points above the standard.

# School and Student Performance Data

## Academic Performance Mathematics

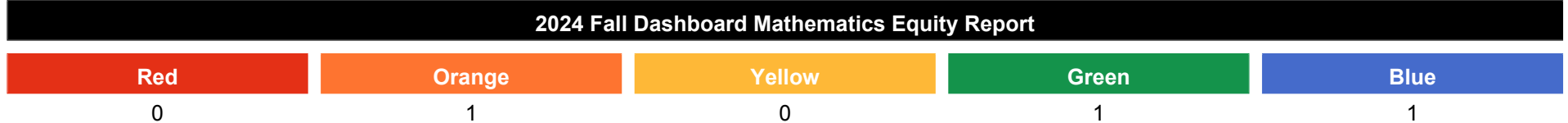
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
6.1 points above standard	70.5 points below standard	Less than 11 Students
Increased 4.4 points	Increased 50.6 points	
261 Students	27 Students	2 Students

<p><b>Foster Youth</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green 23.8 points below standard Increased 68.5 points 55 Students</p>
<p><b>Students with Disabilities</b></p>  <p>No Performance Color 182.2 points below standard Increased 83.2 points 29 Students</p>	<p><b>African American</b></p>  <p>No Performance Color 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>Blue 59.1 points above standard Maintained 1.1 points 151 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 66.2 points below standard Declined 45.2 points 17 Students</p>	<p><b>Hispanic</b></p>  <p>Orange 123.2 points below standard Increased 42.5 points 40 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 2.6 points below standard Declined 36.0 points 22 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Less than 11 Students 2 Students</p>	<p><b>White</b></p>  <p>No Performance Color 62.2 points below standard Declined 70.5 points 33 Students</p>

**Conclusions based on this data:**

1. Dashboard data in the SPSA reflects Spring 2024 data. All students remain 6 points above the standard in the green code.
2. Socioeconomically disadvantaged students increased significantly by 68 points but are still below standard 23 points and in the green.
3. Hispanic students increased significantly by 42 points but are still in the orange and below standard.

# School and Student Performance Data

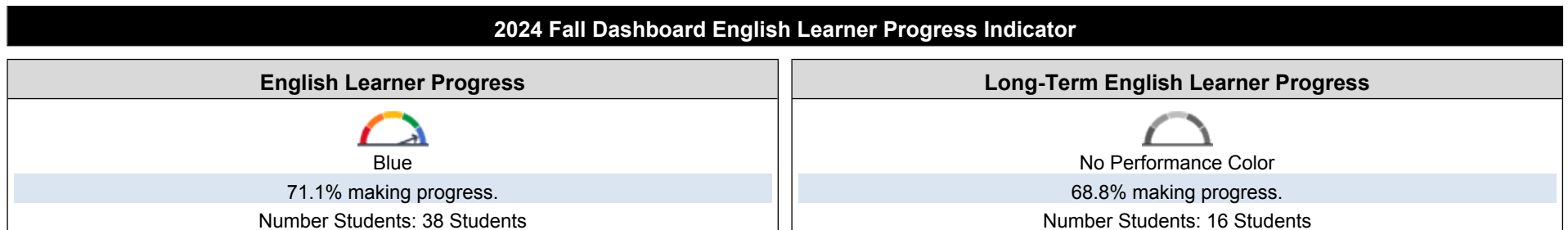
## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

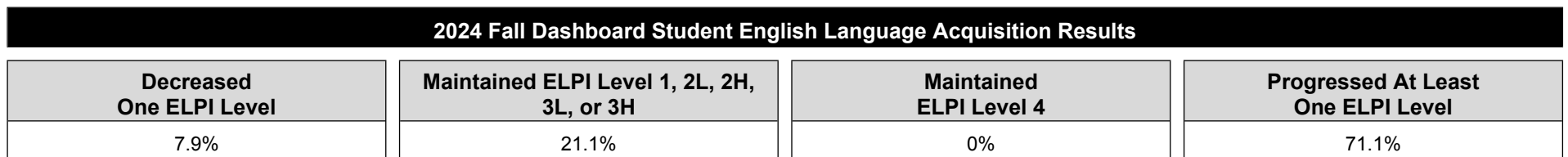
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



### Conclusions based on this data:

1. The majority of EL students, 71% (out of 38 total students) progressed at lead one ELPI level.
2. 21% maintained ELPI level and less than about 8% decreased.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

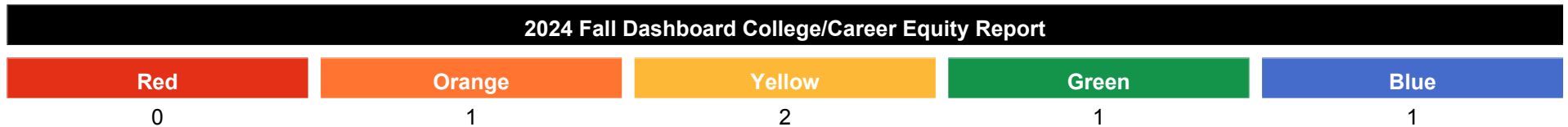
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

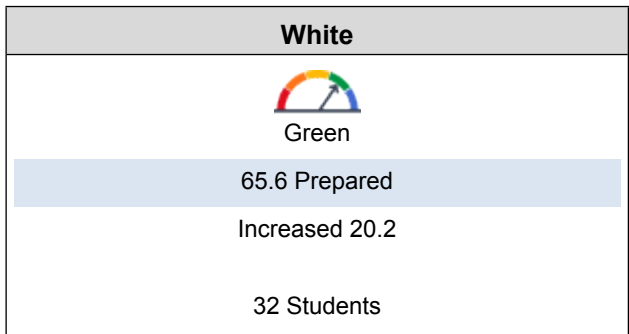
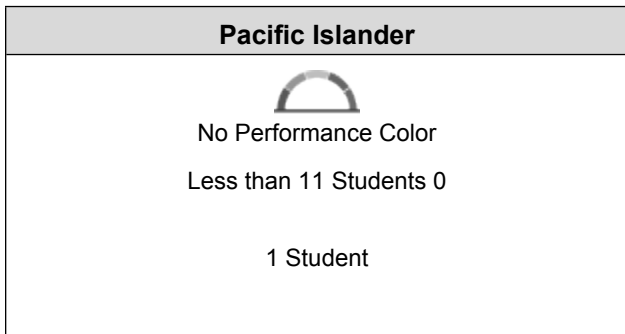
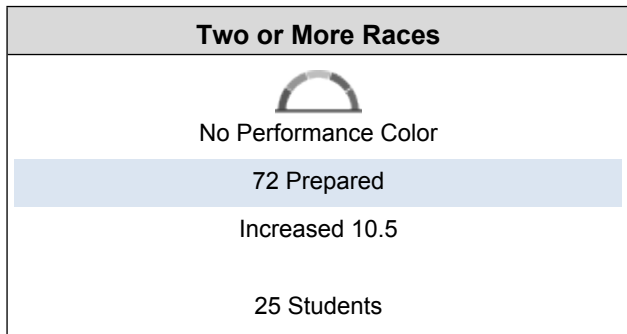
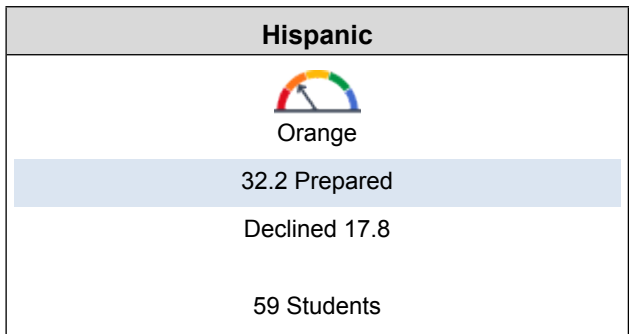
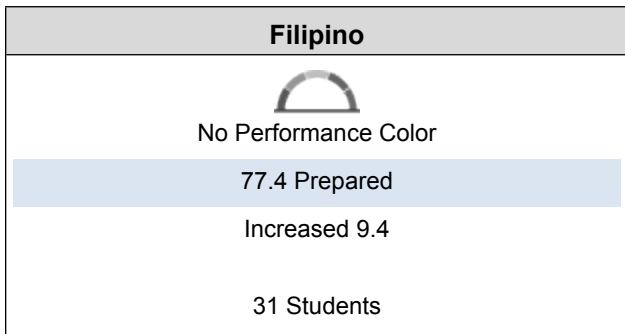
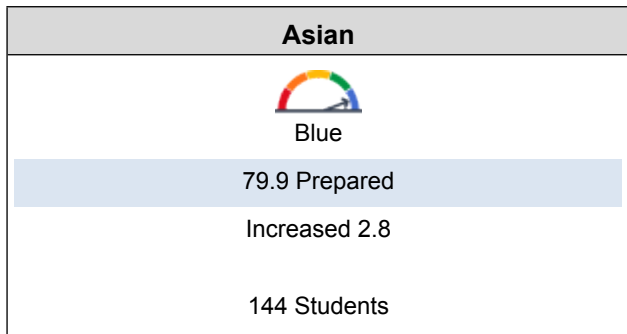
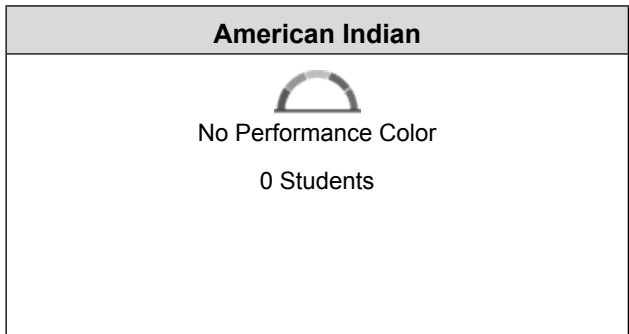
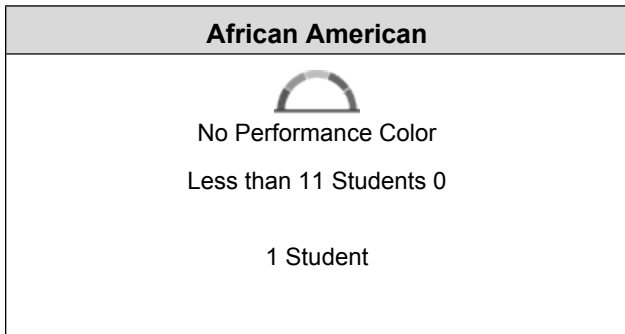
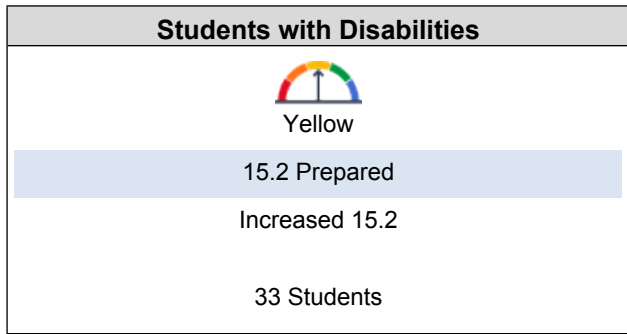
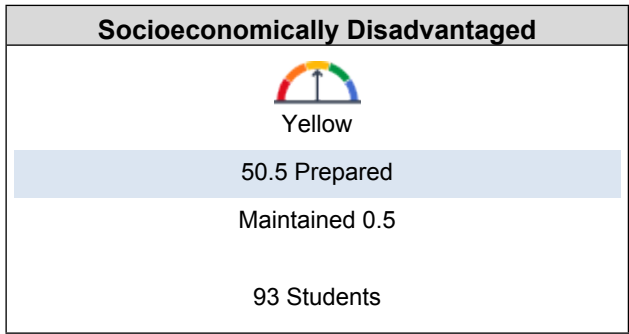
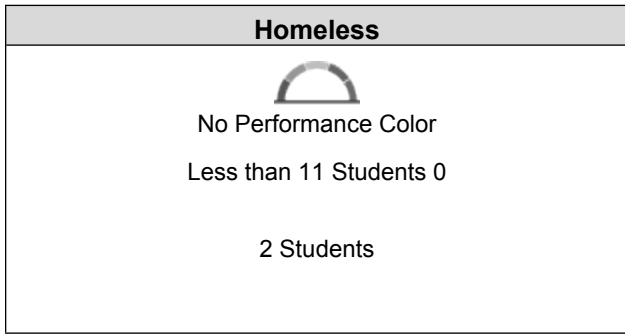
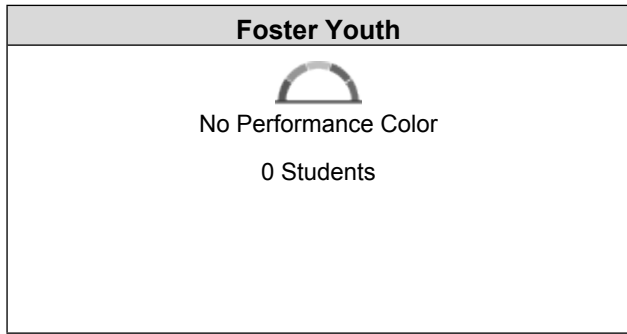


This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Green</p>	<p>No Performance Color</p>	<p>No Performance Color</p>
67.9 Prepared	44.8 Prepared	50 Prepared
Increased 4	Declined 10.7	Increased 6.3
293 Students	29 Students	14 Students



**Conclusions based on this data:**

1. College & Career indicators for "All Students" are in the green area with a steady increase by 4 points.
2. Socioeconomically disadvantaged students are in the yellow area with 50.5 prepared and maintained performance levels.
3. Hispanic students are in the Orange and declined 17 points with 32.2 prepared.

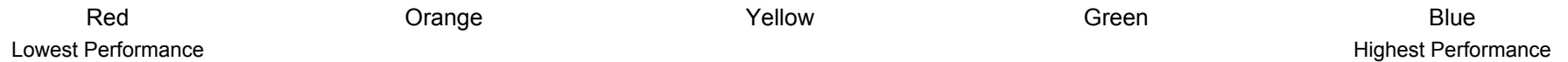
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group**

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. No data available.



# School and Student Performance Data

## Academic Engagement Graduation Rate

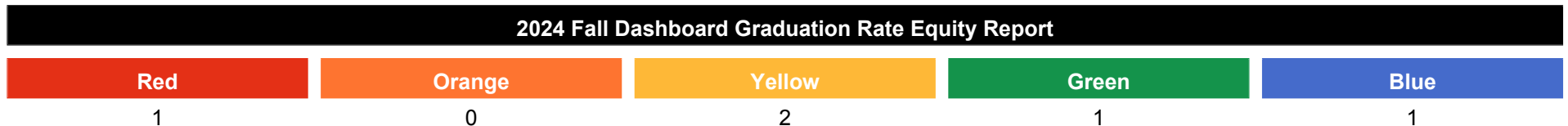
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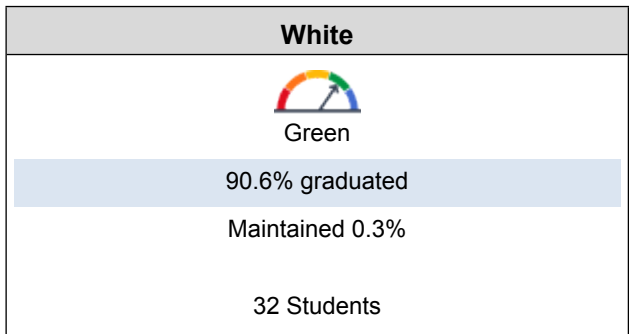
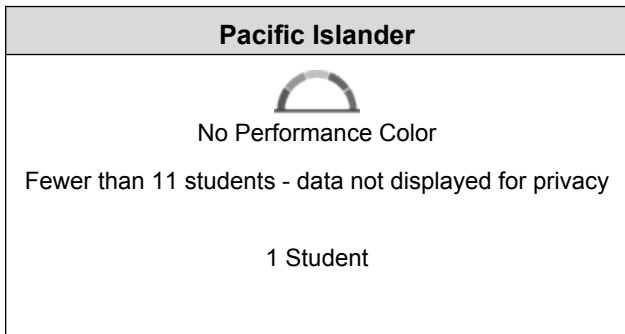
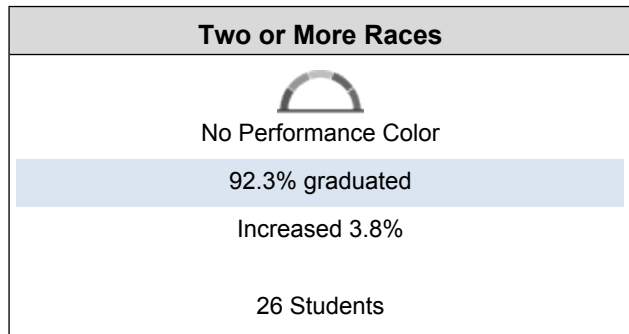
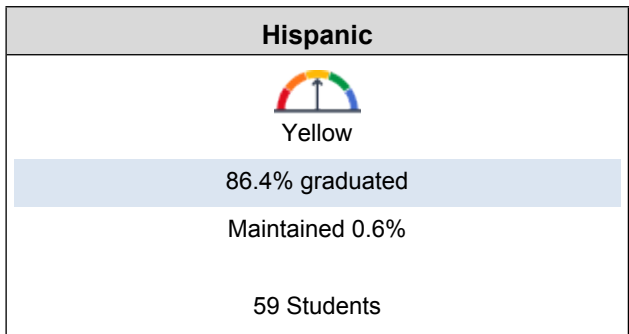
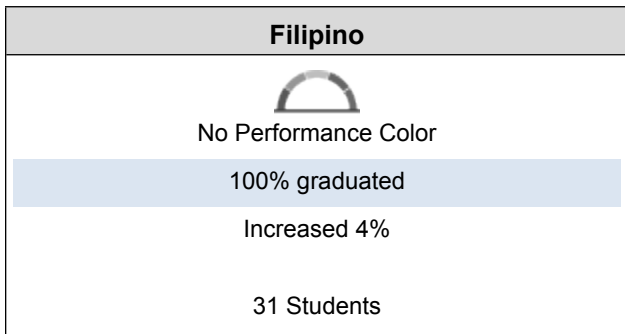
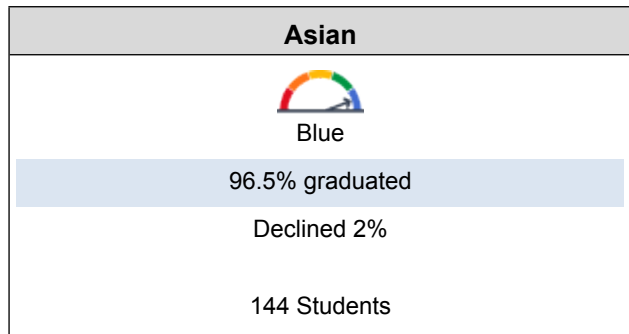
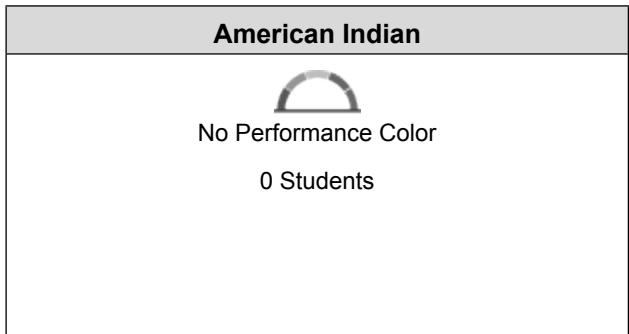
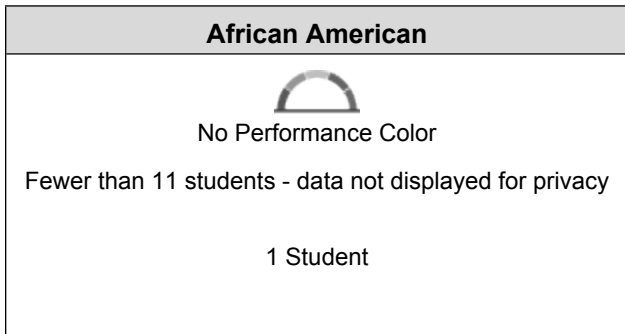
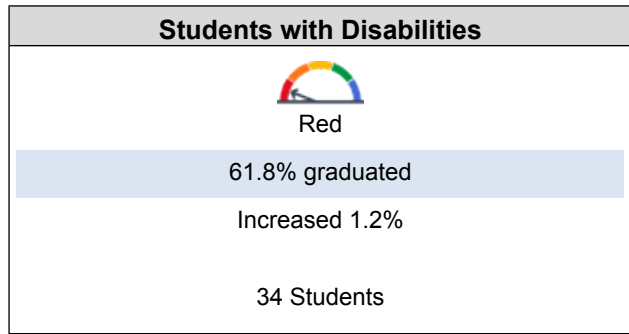
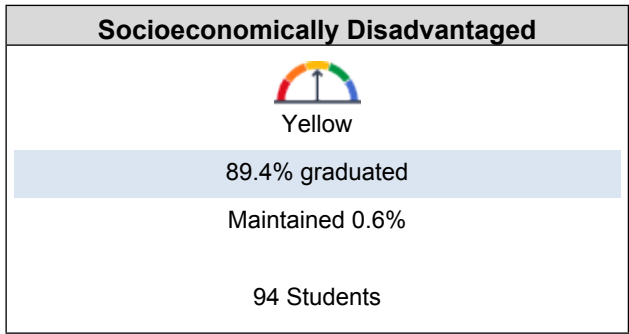
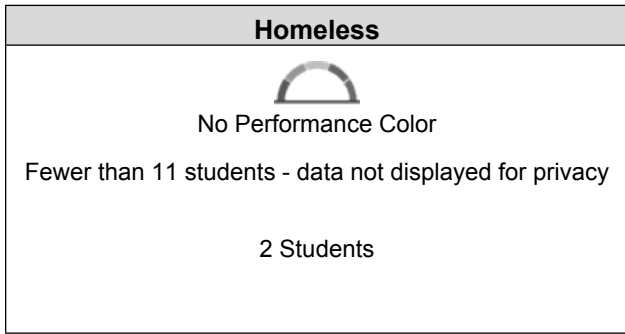
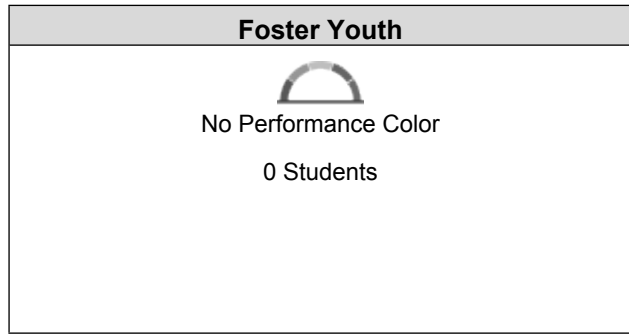


This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Green</p>	<p>No Performance Color</p>	<p>No Performance Color</p>
93.9% graduated	93.1% graduated	92.9% graduated
Maintained 0.3%	Increased 11.6%	Increased 24.1%
294 Students	29 Students	14 Students



**Conclusions based on this data:**

1. All students in the green with 93.9% of students graduating. Socioeconomically disadvantaged students maintained graduation rate at 89.4%.
2. Students with Disabilities in the red area, with only a marginal increase of 1.2% with 61.8% of students with disabilities graduating. This includes students on a non-diploma track in Bay Academy.
3. Hispanic students in the yellow, maintaining graduation rates at 86%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

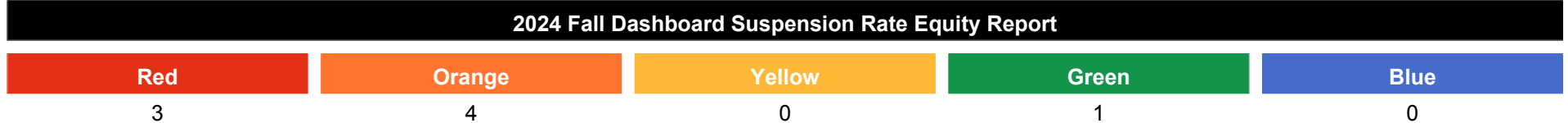
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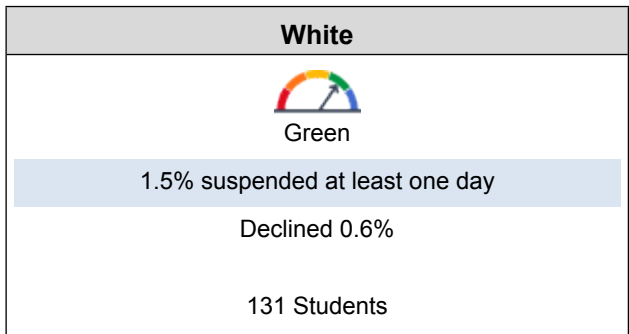
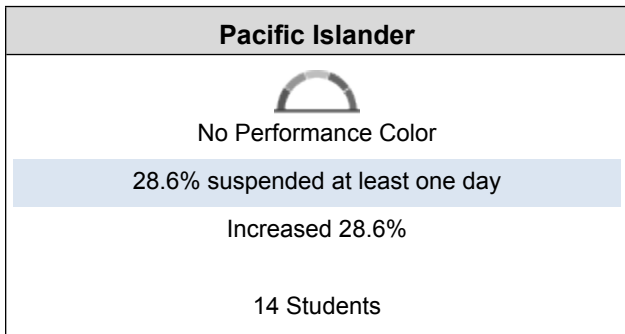
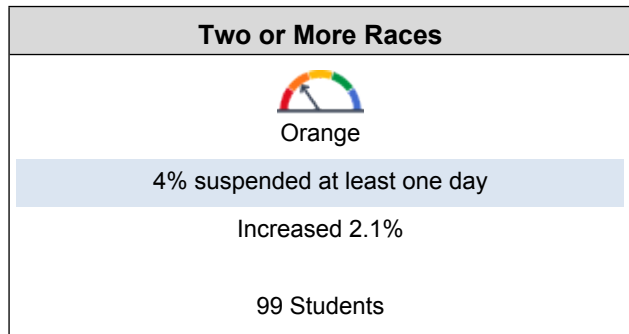
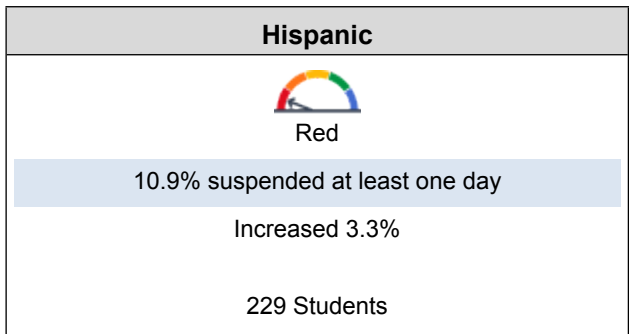
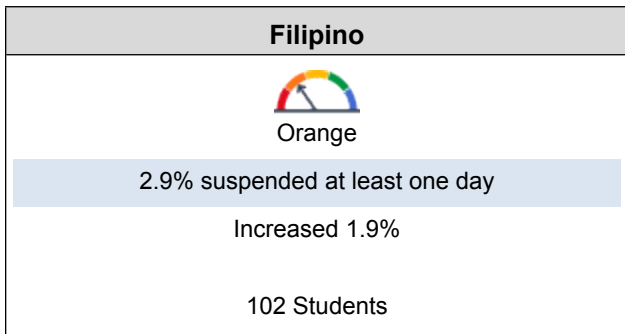
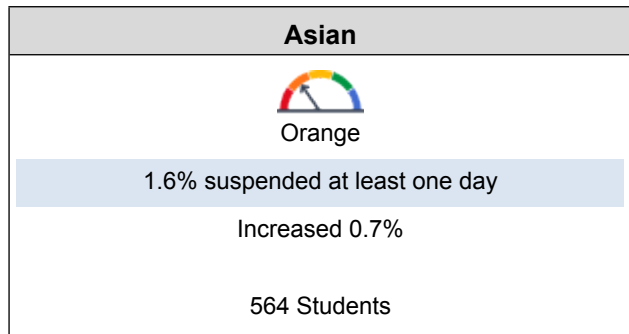
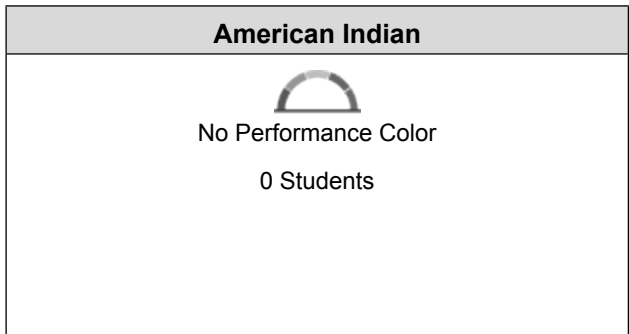
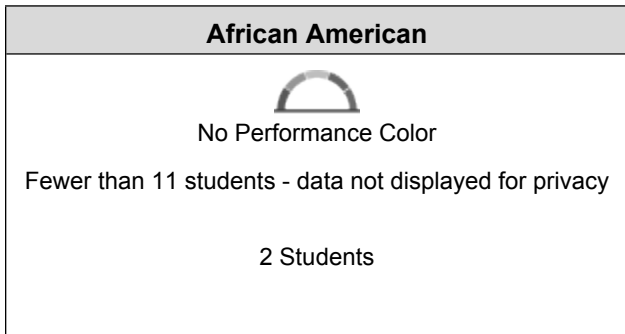
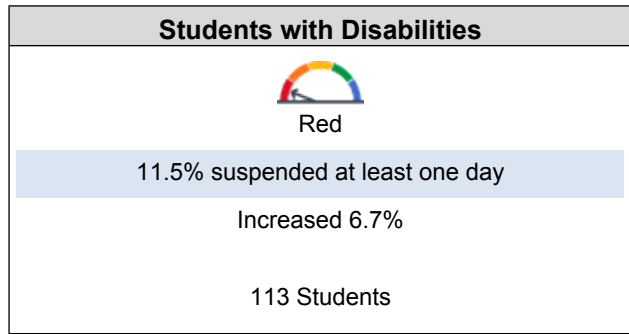
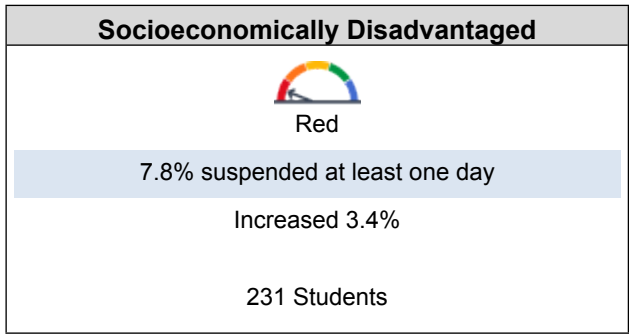
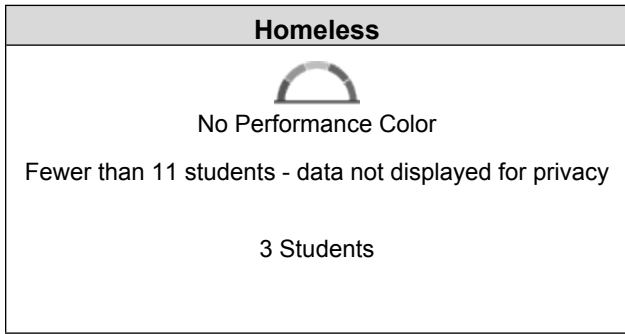
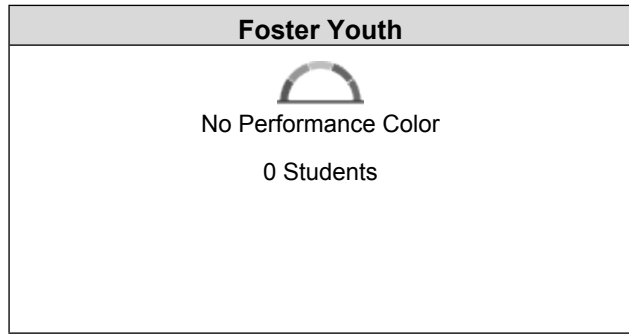


This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Orange</p> <p>4.1% suspended at least one day</p> <p>Increased 1.6%</p> <p>1141 Students</p>	<p>Orange</p> <p>12.2% suspended at least one day</p> <p>Declined 5.4%</p> <p>49 Students</p>	<p>No Performance Color</p> <p>14.3% suspended at least one day</p> <p>Declined 14.7%</p> <p>21 Students</p>



**Conclusions based on this data:**

1. All students in the orange area with 4.1% of students suspended at least one day.
2. In the red include socioeconomically disadvantaged students, Hispanic students, and students with disabilities.
3. In the orange include Asian, Filipino, students who are 2 or more races. The only student group in the green are white students.

# School and Student Performance Data

## Longitudinal Metrics: State and Local

### Student Enrollment

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

Enrollment Trend								
Academic Year	2023-24	2023-24	2022-23	2022-23	2021-22	2021-22	2020-21	2020-21
Mills High	1,119	1,119	1,141	1,141	1,156	1,156	1,180	1,180
African American	2	0.20%	7	0.60%	6	0.50%	8	0.70%
American Indian or Alaska Native	0	0.00%	1	0.10%	3	0.30%	3	0.30%
Asian	557	49.80%	559	49.00%	563	48.70%	542	45.90%
Filipino	100	8.90%	100	8.80%	93	8.00%	107	9.10%
Hispanic or Latino	219	19.60%	223	19.50%	212	18.30%	235	19.90%
Pacific Islander	13	1.20%	13	1.10%	15	1.30%	23	1.90%
White	130	11.60%	138	12.10%	160	13.80%	152	12.90%
Two or More Races	98	8.80%	100	8.80%	104	9.00%	110	9.30%
Multilingual Learners	44	3.90%	43	3.80%	59	5.10%	66	5.60%
Foster Youth	0	0.00%	1	0.10%	3	0.30%	1	0.10%
Homeless	4	0.40%	2	0.20%	3	0.30%	1	0.10%
Socioeconomically Disadvantaged	203	18.10%	246	21.60%	274	23.70%	268	22.70%
Students with IEPs	105	9.40%	118	10.30%	115	9.90%	112	9.50%

**Dashboard Combined 4&5 Year Graduation Rate**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	* *	* *	284 97.90%
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	144 96.50%	135 98.50%	132 99.20%
<b>Filipino</b>	31 100%	25 96%	25 96%
<b>Latino</b>	59 86.40%	54 87%	
<b>Pacific Islander</b>	* *	* *	* *
<b>White</b>	32 90.60%	44 90.90%	43 93%
<b>Two or More Races</b>	26 92.30%	26 88.50%	31 100%
<b>Multilingual Learner</b>	29 93.10%	27 81.50%	28 96.40%
<b>Multilingual Learner Long Term</b>	14 92.90%		
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	94 89.40%	80 88.80%	71 98.60%
<b>Students with IEPs</b>	34 61.80%	33 60.60%	21 90.50%
<b>All Students</b>	294 93.90%	294 94.20%	284 97.90%

**College/Career Indicator (CCI)**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	*	*	not reported not reported
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	(115 / 144) 79.90%	(104 / 135) 77.00%	not reported not reported
<b>Filipino</b>	(24 / 31) 77.40%	(17 / 25) 68.00%	not reported not reported
<b>Latino</b>	(19 / 59) 32.20%	(27 / 54) 50.00%	not reported not reported
<b>Pacific Islander</b>	*	* *	not reported not reported
<b>White</b>	(21 / 32) 65.60%	(20 / 44) 45.50%	not reported not reported
<b>Two or More Races</b>	(18 / 25) 72.00%	(16 / 26) 61.50%	not reported not reported
<b>Multilingual Learner</b>	(13 / 29) 44.80%	(15 / 27) 55.60%	not reported not reported
<b>Foster Youth</b>	* *	* *	not reported not reported
<b>Homeless</b>	*	* *	not reported not reported
<b>Socioeconomically Disadvantaged</b>	(47 / 93) 50.50%	(40 / 80) 50.00%	not reported not reported
<b>Students with IEPs</b>	(5 / 33) 15.20%	(0 / 33) 0.00%	not reported not reported
<b>All Students</b>	(199 / 293) 67.90%	(188 / 294) 63.90%	not reported not reported

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 3.1% or more)</i>	DECLINED <i>from Prior Year (by 2.0% to less than 3.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 1.9%)</i>	INCREASED <i>from Prior Year (by 2.0% to 8.9%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 9.0% or more)</i>
<b>VERY HIGH</b> <i>70.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue • Asian	Blue (None)
<b>HIGH</b> <i>55.0% to 69.9% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green • All Students (School Placement) • White	Blue (None)
<b>MEDIUM</b> <i>35.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow • Socioeconomically Disadvantaged	Green (None)	Green (None)
<b>LOW</b> <i>10.0% to 34.9% in Current Year</i>	Red (None)	Orange • Hispanic	Orange (None)	Yellow • Students with Disabilities	Yellow (None)
<b>VERY LOW</b> <i>9.9% or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

**UC/CSU Eligibility**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	* *	* *	* *
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	(105 / 121) 87.10%	(81 / 104) 78.20%	(124 / 130) 95.40%
<b>Filipino</b>	(22 / 26) 83.90%	(15 / 19) 79.20%	(16 / 24) 66.70%
<b>Latino</b>	(8 / 20) 39.20%	(10 / 22) 46.80%	(25 / 45) 55.60%
<b>Pacific Islander</b>	* *	* *	* *
<b>White</b>	(17 / 22) 75.90%	(17 / 26) 65.00%	(30 / 40) 75.00%
<b>Two or More Races</b>	(16 / 19) 82.60%	(11 / 16) 69.60%	(28 / 31) 90.30%
<b>Multilingual Learner</b>	(9 / 16) 59.30%	(8 / 13) 59.10%	(16 / 27) 59.30%
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	(34 / 53) 63.90%	(16 / 34) 47.90%	(49 / 70) 70.00%
<b>Students with IEPs</b>	(1 / 5) 25.00%	(0 / 3) 15.00%	(8 / 19) 42.10%
<b>All Students</b>	(160 / 210) 76.40%	(129 / 189) 68.20%	(226 / 277) 81.60%

**Advanced Placement(AP)/International Baccalaureate(IB)/Dual Enrollment(DE) Course Participation Rate**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	1 100.00%	4 0.00%	1 0.00%
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	139 86.33%	133 88.72%	132 83.33%
<b>Filipino</b>	31 83.87%	24 58.33%	24 54.17%
<b>Latino</b>	51 39.22%	47 36.17%	45 35.56%
<b>Pacific Islander</b>	1 100.00%	5 40.00%	4 0.00%
<b>White</b>	29 75.86%	41 46.34%	41 48.78%
<b>Two or More Races</b>	25 80.00%	23 69.57%	31 80.65%
<b>Multilingual Learner</b>	6 16.67%	5 60.00%	17 29.41%
<b>Multilingual Learner Long Term</b>	2 50.0%		
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	17 11.76%	49 55.10%	46 45.65%
<b>Students with IEPs</b>	4 0.00%	19 10.53%	18 11.11%
<b>All Students</b>	277 75.81%	277 67.15%	280 65.71%

**10th Graders On-Track for Graduation**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	(1/1) 100.00%	* *	(1/2) 50.00%
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	(137/139) 98.56%	(154/155) 99.35%	(133/138) 96.38%
<b>Filipino</b>	(26/26) 100.00%	(16/17) 94.12%	(29/32) 90.63%
<b>Latino</b>	(56/61) 91.80%	(43/45) 95.56%	(51/64) 79.69%
<b>Pacific Islander</b>	(5/5) 100.00%	(2/2) 100.00%	(1/2) 50.00%
<b>White</b>	(24/26) 92.31%	(34/34) 100.00%	(34/36) 94.44%
<b>Two or More Races</b>	(27/28) 96.43%	(22/22) 100.00%	(22/22) 100.00%
<b>Multilingual Learner</b>	(11/14) 78.57%	(10/11) 90.91%	(19/21) 90.48%
<b>Multilingual Learner Long Term</b>	(5/7) 71.43%		
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	(46/50) 92.00%	(57/58) 98.28%	(71/79) 89.87%
<b>Students with IEPs</b>	(19/22) 86.36%	(27/29) 93.10%	(24/30) 80.00%
<b>All Students</b>	(276/286) 96.50%	(271/275) 98.55%	(271/296) 91.55%



**Post-Secondary Enrollment Immediately after HS Graduation**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
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**Post-Secondary Enrollment Two Years after HS Graduation (Persistence)**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
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**CAASPP English Language Arts - Participation**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	* *	(1/1) 100%	(1/3) 33%
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	(151/153) 99%	(139/134) 96%	(80/140) 57%
<b>Filipino</b>	(15/17) 88%	(32/31) 97%	(13/24) 54%
<b>Latino</b>	(40/43) 93%	(62/49) 79%	(24/54) 44%
<b>Pacific Islander</b>	(1/2) 50%	(1/1) 100%	(2/5) 40%
<b>White</b>	(34/34) 100%	(30/28) 93%	(11/44) 25%
<b>Two or More Races</b>	(22/22) 100%	(22/21) 95%	(9/26) 35%
<b>Multilingual Learner</b>	(28/29) 97%		(16/32) 50%
<b>Multilingual Learner Long Term</b>	(3/3) 100%		
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	(1/2) 50%
<b>Socioeconomically Disadvantaged</b>	(54/55) 98%		(30/67) 45%
<b>Students with IEPs</b>	(25/30) 83%		(4/33) 12%
<b>All Students</b>	(263/271) 97%	(287/265) 92%	(140/297) 47%

**CAASPP English Language Arts - Pass Rate**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	(0 / 0) 0.00%	(1 / 1) 100.00%	(0 / 1) 0.00%
<b>Native American</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Asian</b>	(125 / 151) 83.00%	(105 / 134) 78.00%	(69 / 80) 86.00%
<b>Filipino</b>	(13 / 15) 86.00%	(25 / 31) 80.00%	(11 / 13) 84.00%
<b>Latino</b>	(20 / 40) 49.00%	(20 / 49) 40.00%	(18 / 24) 74.00%
<b>Pacific Islander</b>	(0 / 1) 0.00%	(1 / 1) 100.00%	(1 / 2) 50.00%
<b>White</b>	(19 / 34) 55.00%	(22 / 28) 78.00%	(9 / 11) 81.00%
<b>Two or More Races</b>	(19 / 22) 86.00%	(17 / 21) 80.00%	(9 / 9) 99.00%
<b>Multilingual Learner</b>	(2 / 10) 20.00%	(0 / 5) 0.00%	(1 / 4) 25.00%
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
<b>Students with IEPs</b>	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
<b>All Students</b>	(195 / 263) 74.00%	(191 / 265) 72.00%	(116 / 140) 83.00%

**CAASPP Mathematics - Participation**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	* *	(1/1) 100%	(1/3) 33%
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	(151/153) 99%	(135/139) 97%	(67/140) 48%
<b>Filipino</b>	(15/17) 88%	(31/32) 97%	(15/24) 63%
<b>Latino</b>	(41/43) 95%	(44/62) 71%	(18/53) 34%
<b>Pacific Islander</b>	(1/2) 50%	(1/1) 100%	(1/5) 20%
<b>White</b>	(32/34) 94%	(28/30) 93%	(11/44) 25%
<b>Two or More Races</b>	(22/22) 100%	(20/22) 91%	(8/26) 31%
<b>Multilingual Learner</b>	(28/29) 97%	(28/34) 82%	(14/32) 44%
<b>Multilingual Learner Long Term</b>	(3/3) 100%		
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *		(1/2) 50%
<b>Socioeconomically Disadvantaged</b>	(55/55) 100%	(58/71) 82%	(22/67) 33%
<b>Students with IEPs</b>	(25/30) 83%	(12/31) 39%	(1/33) 3%
<b>All Students</b>	(262/271) 97%	(260/287) 91%	(121/296) 41%

**CAASPP Mathematics - Pass Rate**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	(0 / 0) 0.00%	(1 / 1) 100.00%	(0 / 1) 0.00%
<b>Native American</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Asian</b>	(110 / 151) 73.00%	(95 / 135) 70.00%	(52 / 67) 77.00%
<b>Filipino</b>	(8 / 15) 53.00%	(13 / 31) 41.00%	(10 / 15) 66.00%
<b>Latino</b>	(7 / 41) 16.00%	(6 / 44) 13.00%	(11 / 18) 60.00%
<b>Pacific Islander</b>	(0 / 1) 0.00%	(0 / 1) 0.00%	(0 / 1) 0.00%
<b>White</b>	(11 / 32) 33.00%	(17 / 28) 60.00%	(7 / 11) 63.00%
<b>Two or More Races</b>	(11 / 22) 49.00%	(14 / 20) 70.00%	(6 / 8) 74.00%
<b>Multilingual Learner</b>	(2 / 10) 20.00%	(1 / 5) 20.00%	(1 / 4) 25.00%
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
<b>Students with IEPs</b>	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
<b>All Students</b>	(147 / 262) 56.00%	(146 / 260) 56.00%	(85 / 121) 70.00%

**CAASPP Science (CAST) - Pass Rate**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	(0 / 1) 0.00%	(0 / 4) 0.00%	(0 / 1) 0.00%
<b>Native American</b>	(0 / 0) 0.00%	(1 / 1) 100.00%	(0 / 0) 0.00%
<b>Asian</b>	(71 / 136) 52.00%	(81 / 133) 61.00%	(39 / 44) 88.00%
<b>Filipino</b>	(12 / 30) 39.00%	(17 / 24) 70.00%	(2 / 3) 66.00%
<b>Latino</b>	(9 / 50) 18.00%	(16 / 47) 33.00%	(5 / 10) 50.00%
<b>Pacific Islander</b>	(0 / 1) 0.00%	(2 / 4) 50.00%	(0 / 2) 0.00%
<b>White</b>	(15 / 29) 51.00%	(11 / 39) 27.00%	(3 / 5) 60.00%
<b>Two or More Races</b>	(14 / 22) 63.00%	(11 / 23) 47.00%	(7 / 9) 77.00%
<b>Multilingual Learner</b>	(0 / 6) 0.00%	(0 / 5) 0.00%	(0 / 1) 0.00%
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
<b>Students with IEPs</b>	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
<b>All Students</b>	(118 / 269) 44.00%	(138 / 275) 50.00%	(56 / 74) 75.00%

**Local Assessment - MAP/NWEA - Pass Rate**

<b>Student Group</b>	<b>2024-25</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>ML Long Term</b>				

**English Learner Progress Indicator (ELPI)**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>
<b>Multilingual Learner</b>	(27/38) 71.10%	(14/31) 45.20%
<b>Long Term ML</b>	(11/16) 68.80%	* *

**Reclassification (RFEP) Rate**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>All Students</b>	(11/55) 20.0%	(16/49) 32.7%	(35/71) 49.3%

*Local RFEP Rate (Total RFEP'd Same Year / Total ML Cohort)*

### Chronic Absenteeism

Student Group	2023-24	2022-23	2021-22
<b>African American</b>	* *	* *	* *
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	(15 / 559) 2.70%	(28 / 561) 5.00%	(29 / 566) 5.10%
<b>Filipino</b>	(7 / 102) 6.90%	(6 / 100) 6.00%	(7 / 96) 7.30%
<b>Latino</b>	(33 / 225) 14.70%	(40 / 231) 17.30%	(51 / 219) 23.30%
<b>Pacific Islander</b>	(1 / 13) 7.70%	(1 / 14) 7.10%	(2 / 14) 14.30%
<b>White</b>	(11 / 130) 8.50%	(15 / 138) 10.90%	(30 / 162) 18.50%
<b>Two or More Races</b>	(12 / 98) 12.20%	(14 / 100) 14.00%	(20 / 103) 19.40%
<b>Multilingual Learner</b>	(6 / 47) 12.80%	(11 / 51) 21.60%	(12 / 71) 16.90%
<b>Foster Youth</b>		* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	(23 / 226) 10.20%	(43 / 267) 16.10%	(55 / 290) 19.00%
<b>Students with IEPs</b>	(23 / 113) 20.40%	(34 / 121) 28.10%	(37 / 124) 29.80%
<b>All Students</b>	(79 / 1129) 7.00%	(107 / 1152) 9.30%	(142 / 1169) 12.10%

## Suspension

Student Group	2023-24	2022-23	2021-22
<b>African American</b>	* *	* *	* *
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	(9 / 564) 1.60%	(5 / 564) 0.89%	(7 / 572) 1.22%
<b>Filipino</b>	(3 / 102) 2.94%	(1 / 100) 1.00%	(5 / 97) 5.15%
<b>Latino</b>	(25 / 229) 10.92%	(19 / 235) 8.09%	(13 / 222) 5.86%
<b>Pacific Islander</b>	(4 / 14) 28.57%	(0 / 14) 0.00%	(0 / 15) 0.00%
<b>White</b>	(2 / 131) 1.53%	(3 / 141) 2.13%	(6 / 164) 3.66%
<b>Two or More Races</b>	(4 / 99) 4.04%	(2 / 102) 1.96%	(2 / 103) 1.94%
<b>Multilingual Learner</b>	(6 / 49) 12.24%	(9 / 51) 17.65%	(3 / 74) 4.05%
<b>Foster Youth</b>		* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	(18 / 231) 7.79%	(12 / 272) 4.41%	(12 / 295) 4.07%
<b>Students with IEPs</b>	(13 / 113) 11.50%	(7 / 126) 5.56%	(10 / 124) 8.06%
<b>All Students</b>	(47 / 1141) 4.12%	(30 / 1164) 2.58%	(33 / 1182) 2.79%

### Expulsion

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>Asian</b>			(1 / 572)
<b>Two or More Races</b>	(1 / 99)		
<b>Socioeconomically Disadvantaged</b>			(1 / 295)
<b>All Students</b>	(1 / 1141)		(1 / 1182)

**Certificated Staff Demographics**

<b>Student Group</b>	<b>2024-25</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>ML Long Term</b>				

**Panorama Survey - Feeling Safe (Hate Speech Response) Question**

Percentage of students who respond positively to the following Panorama Survey question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
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**Panorama Survey - Family Engagement Question**

Percentage of parents/guardians who respond "favorably" to the following Panorama Survey Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance."

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Authentic Relationships:**

Increase staff diversity such that it reflects the diversity of the communities we serve. Ensure every student has at least one strong relationship with an adult on campus and that there are multiple opportunities for family engagement and effective communication.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture.

### Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the academic achievement and school climate data, there remains a need for further development as an equity-centered culturally responsive school that centers authentic relationships, cultural relevance, inclusivity and connection for all students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of newly hired staff who are BIPOC	Certificated data received from human resources for Fall 2024 show 44% White, 21% Asian, 21% Hispanic and 3% Black/African American staff. Classified data received from human resources for Fall 2024 indicates 9% Black/African American, 14% Asian, 38% Hispanic and 28% White staff.	Increase percentage of newly hired staff who are BIPOC that represent our student groups.
% of students who respond favorably to Teacher/Student relationships	Fall 2024 Student Panorama Survey Data: 89% of students responded favorably to the question, "Do you have one adult on campus that you can go to for support?"	Fall 2025 Student Panorama Survey Data- 90% or more students will respond favorably to the question, "Do you have one adult on campus that you can go to for support?"

	<p>Spring 2025 Student Panorama Survey Data- 91% responded favorably to “How many of your teachers are respectful towards you?”</p> <p>Spring 2023 Student Panorama Survey Data: 86% of students responded favorably to the question, “How many of your teachers are respectful towards you?”</p> <p>Spring 2025 Student Panorama Survey Data: 91% of students responded favorably to the question, "How many of your teachers are respectful toward you?"</p>	<p>Spring 2026 Student Panorama Survey Data- 90% or more students will respond favorably to the question, “How many of your teachers are respectful towards you?”</p> <p>Spring 2026 Student Panorama Survey Data- 90% or more students will respond favorably to the question, "How many of your teachers are respectful toward you?"</p>
<p>Increase the # the availability of Family Engagement Activities</p>	<p>In the 24/25 SY:</p> <ul style="list-style-type: none"> <li>• six meetings for the Spanish-speaking parent group were organized with regular attendance by 15 families.</li> <li>• three meetings were organized for the English Language Advisory Counsel (ELAC).</li> <li>• three evenings for all families organized by the school counseling team (Senior Parent Evening, Academic Planning Night)</li> <li>• two whole school events (Back-to-School Night &amp; Open House) organized</li> <li>• PTO Board and General Meeting meet monthly</li> <li>• First annual Family Potluck organized in November by school principal and PTO</li> <li>• Athletic Boosters meets monthly</li> <li>• Mills Music and Arts Groups meets bi-weekly</li> <li>• Senior Parent Group meets periodically throughout the school year to plan senior events</li> <li>• A FAFSA weekend program was offered on a Saturday, in addition to a District-organized event</li> <li>• Three Annual Parent Meetings for Athletes are organized each athletic season</li> </ul>	<p>Sustain the amount of family engagement activities offered at the school site. Explore more opportunities for families of students with disabilities, especially in the Bay Academy program.</p>

	<ul style="list-style-type: none"> <li>Incoming/Interested families are welcomed at the Incoming Open House in October and the Programming Orientation in March before the Open House.</li> <li>Parents attend music events, drama performances, and athletic events.</li> </ul> <p>The school counseling team, wellness counseling team, and school administration meet regularly with parents to address student-specific concerns.</p> <ul style="list-style-type: none"> <li>Special Education case managers have frequent and regular communication with families throughout the IEP process and the school year.</li> </ul>	
% of families who respond favorably that communication is inclusive & accessible	<p>120 Individuals Responded to the 2024/2025 Winter Parent Panorama Survey out of approximately 2,000 parent contacts:</p> <p>85% of Mills families responded favorably in the 2024/25 Winter Parent Panorama Survey that communication is inclusive &amp; accessible  77% of Mills families responded that they are sure about how to communicate with the school  75% of Mills families responded they feel the school communicates information about involvement opportunities  83% of Mills families responded the school is welcome to parents.</p>	Increase favorable response to communication being inclusive & accessible by 3% or more.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
1.1	<p>Action Step 1.1: Integrate the Multi-Tiered System of Support schoolwide, specifically Tier 1 work that happens in the classroom by:</p> <p>Providing schoolwide professional development on MTSS</p>	All	Ongoing	Departments Site Leadership Team MTSS Team Academic Senate		Increase percentages of certificated and classified staff that reflect the demographics of our students. Of the 75 certificated staff at Mills the represented

	<p>Collaborate with department heads to create departmentally aligned Tier 1 strategies</p> <p>Aligning our MTSS team with our site leadership team and academic senate team.</p> <p>Create Tier 1 Resource Bank for teachers</p> <p>Engage Tier 3 student voice in designing Tier 1 systems (fishbowls, interviews)</p> <p>Create peer observation opportunities for colleagues to visit classes and learn best Tier 1 practices</p>				<p>ethnicities are White (51%), Asian (29%), Hispanic/Latinx (12%), and Black/African-American (8%).</p> <p>Certificated data received from human resources for Fall 2024 show 44% White, 21% Asian, 21% Hispanic and 3% Black/African American staff.</p> <p>Classified data received from human resources for Fall 2024 indicates 9% Black/African American, 14% Asian, 38% Hispanic and 28% White staff.</p> <p>Increase by 3 percentage points students who respond favorably to the following survey questions: The most recent Panorama data survey (Fall 2023) had the following:</p> <p>76% of students answered favorably to "My teachers' expectations make me want to do my best"</p> <p>67% of students answered favorably to "Do you think your teachers and other school employees understand the wellness needs of their students?"</p> <p>Other Panorama Data will be considered since</p>
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						the Fall 2024 and Spring 2025 survey did not include any of the above questions.
1.2	<p>Action Step 1.2: Emphasize and provide training and resources for teachers and other staff members to create authentic relationships with students through Tier 1 of the MTSS system by:</p> <p>Building upon our program of expected Viking behavior called "VIBE, GRIND, THRIVE" (When we connect (VIBE), we work hard (GRIND), and we all succeed (THRIVE)).</p> <p>Utilizing Flex time for 1:1 student check-ins</p> <p>Provide training for classroom teachers on creating and maintaining classroom norms</p> <p>Working with our Student Equity Council, collecting student voices around how teachers can connect with students more effectively (i.e. Tier 1 team meeting with SEC)</p> <p>Engage Tier 2 student voice in designing Tier 1 systems (use student fishbowls, interviews, surveys, student work) to inform our Tier 1 instructional practices</p>		Ongoing	Academic Senate Tier 1 Team Tier 2 Team Tier 3 Team Administrative Team Student Equity Coordinator		<p>Data Points (Measurements): Increase by 3 percentage points students who respond favorably to the following survey questions: The Spring 2023 Panorama survey focused on equity had the following:</p> <p>86% of students responded favorably to "How many of your teachers are respectful towards you?"</p> <p>38% of students responded favorably to "If you walked into class upset, how many of your teachers would be concerned?"</p> <p>42% of students responded favorably to "When your teachers ask how you are doing, how many of them are really interested in your answer?"</p> <p>Spring 2025 Panorama Data will be considered since the Fall 2024 survey did not include any of the above questions.</p>

1.3	<p>Action Step 1.3: Strengthen our engagement with the larger community, namely parents, families, and community members by</p> <p>Sending regular announcements and updates on AERIES Communication</p> <p>Provide resources and training to teachers for how to communicate with families in a and embed opportunities for parent outreach into KidTalk structures</p> <p>Inviting our parent groups to be involved and participate during community meetings and school events</p> <p>Hosting various family engagement evening events held by counseling to discuss college/career, course offerings, and FAFSA</p>		Ongoing	<p>Mills Administrative Team Site Leadership Team Counseling Department Family Engagement Coordinator Teachers</p>		<p>Data Points (Measurements):</p> <p>Increase parental feedback on Panorama Surveys that indicates Mills is an inclusive and supportive school by 3% or more.</p> <p>Increase the number of families events that are affinity-based (Spanish-Speaking Parent Group, etc) that occur each year by 5 or more families.</p> <p>Increase student achievement data (ELA, Math, A-G rates) for Hispanic/Latino, students with disabilities and Multi-lingual learners.</p>
1.4	<p>Action Step 1.4: Use equitable and inclusive hiring practices that allows us to reflect the diversity of our community</p> <p>All members of an interview panel will complete an Anti-Bias Self-Assessment and participate in Anti-Bias training</p> <p>Ensure interview committees are diverse</p>		Ongoing	<p>Mills Administrative Team Department Heads</p>		<p>Data Points (Measurements):</p> <p>Continue to increase the percentage of staff that reflects our student demographics according to the Mills Certificated Staff Demographics Data from 2020 to now</p>
1.5	<p>Action Step 1.5: Increase school counseling efforts that are focused</p>		Ongoing	Counseling Team		<p>Data Points (Measurements):</p>

	<p>on supporting systemically marginalized students and those that are the first to go to college by:</p> <p>Providing a dual enrollment class on College / Career Success designed for first-gen students and taught by school counselors</p> <p>Offer fieldtrips to colleges and trades-day for targeted groups of students with a focus on Hispanic/Latino students, students with disabilities and Multi-lingual learners</p> <p>Building systems that give marginalized students and those that are first-gen students priority in terms of 1-on-1 counseling</p> <p>Develop new strategies for supporting students who are first generation, students with IEPs, Hispanic/Latino, Pacific Islander and/or Black for college admissions</p> <p>Offer career exploration opportunities for students that are both embedded in class curriculum and provided during Flex</p>			<p>Administrative Team          Department Leads          Student Success Coordinator          College &amp; Career Coordinator          CTE Coordinator</p>		<p>Increase measurements by at least three percentage points from the following according to the Enrollment, Graduation, and On Track Data sheet:</p> <p>For the class of 2023, 89.74% of 1st generation students are going to a postsecondary institution (2-Year or 4-Year College/University)</p> <p>For the class of 2023 94% of non-1st generation students are going to a postsecondary institution (2-Year or 4-Year College/University)</p> <p>More than half of 1st generation students go to community college</p> <p>More than half of non-1st generation students go to 4-Year Public Universities</p> <p>Aeries Intervention Data will reflect increased counselor interventions for target students</p>
<p><b>1.10</b></p>						

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Mills saw increased staff diversity related to Hispanic certificated staff for the 24-25 school year. All participants on the screening and interview committees participate in the District-approved anti-bias assessment before screening or interviewing. During school collaboration time, including site professional development days, teachers are conducting cycles of inquiry based on Tier 1 strategies: authentic relationships (cycle of inquiry #1), differentiation and universal learning design (cycle of inquiry #2), and giving students feedback (cycle of inquiry #3). Furthermore, our MTSS coordinator and MTSS Tier 1 team are part of the site leadership team, which focuses on developing professional development. Student fishbowls were used in the cycle #1 inquiry: authentic relationships and part of the equity site visit in February 2025. Opportunities for peer observation were embedded into cycle #2, allowing teachers to pair with a critical friend outside of the content PLC to observe a lesson incorporating UDL and give feedback. The Student Equity Council (SEC) at Mills was trained in the Fall of 2024 and designed the first student assembly that targeted dehumanizing language in October as part of United Against Hate Week. The SEC continues to work on the student mural that celebrates student diversity at Mills and is planning activities to increase awareness of issues of intersectionality. Communication with families and parents happens regularly through Aeries communications, including any safety protocols enacted at the school sites. The principal works directly with the family engagement coordinator to design and hold meetings for our Spanish-speaking parents, and we had our student recognition awards and a workshop on immigration enforcement in January. The school counseling is leading efforts to support better first-generation students, including our new College & Career Coordinator and CTE Coordinator, who work together to conference individually with first-generation students and provide targeted support and opportunities from job readiness, post-secondary planning, financial aid scholarships and college applications. The College & Career Success class provided as an evening course continues to be a powerful strategy for supporting first-generation students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Student Panorama questions changed for the Fall of 2024. Some questions that were used to provide a baseline for the metrics were not included on the Fall 2024 survey so those metrics changed and are identified in "Means to monitor and Report Progress."

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Safe and Connected Communities

Foster family engagement that is positive and proactive in supporting our students social-emotional development, wellbeing and learning. Create a safe and supportive community that is restorative, culturally responsive and inclusive that fosters a culture of upstanding.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.

### Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A disproportionate number of our Latine population are identified to receive special education services and indicates a need to focus on Multi-Tiered Systems of Support (MTSS), especially at the Tier 1 and Tier 2 levels.

Create partnerships with families' engagement that is inclusive and culturally responsive, and that recognizes the unique needs of each family in supporting the whole student

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase percentage of student leaders trained to address equity issues on campus	29 Mills students participated in training on the Student Equity Committee (SEC) in October 2024.	Maintain and increase the number of students who participate in the Student Equity Council (SEC) and receive training on how to address equity issues on campus by 5 or more students.
Increase percentage of students who respond favorably to questions about addressing hate speech on the Panorama Survey	Spring 2023 SEL Student Survey indicated 15% of students have been the victim of hate-motivated speech or behavior, 25% have experienced	Reduce the percentage of students who have been the victim of hate-motivated speech or behavior and who have experienced microaggressions by 5% or

	<p>microaggressions on campus and 69% are aware of the schools anti-hate policy. Reduce these numbers by at least 10%.</p> <p>Spring 2025 Student Panorama Survey data indicated 15% of students have been the victim of hate-motivated speech or behavior, 29% have experienced microaggressions on campus and 74% are aware of the schools anti-hate policy.</p>	<p>more. Increase the percentage of students who respond favorably to being aware of the schools anti-hate policy by 5% or more.</p>
<p>Decrease in number of Suspensions, Expulsions &amp; Chronic Absenteeism</p>	<p>Restorative Justice Practices: Baseline is 43 for April 2024. As of March 17th, 2025, total number of RJP interventions is 20.</p> <p>Fall 2023 SEL Student Survey indicated a drop in school connection from 79 to 74%. The Spring 2025 Panorama Survey indicated a 4% increase in students reporting "How connected do you feel to the adults at your school" and a 5% increase in the question "Overall, how much do you feel like you belong at your school."</p> <p>Chronically Absent students reduced from 9.2 % in the 22/23 SY to 6.9% for the 23/24 SY.</p>	<p>Increase RJP Interventions (coded as AD-Restorative Meeting and AD-Restorative Practice) by 10 for 25/26 school year.</p> <p>Increase by 5% or more students reporting "How connected do you feel to the adults at your school" and "Overall, how much do you feel like you belong at your school."</p> <p>Continue to reduce the percentage of chronically absent students by 2% or more.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
2.1	Action Step 2.1: Train staff in the implementation of Restorative Justice Practices (RJP) based on the IIRP Model and use as a first intervention and classroom and community practice (alternatives to suspension, circles, classroom norms and restorative conferencing).		<p>Spring 2024-ongoing</p> <p>Community Matters training for all counselors, wellness counselors and administrators in Spring 2024</p> <p>Calibrate with MHS administration</p>	<p>Administration Dean of Students MTSS Coordinator Site Leadership Teachers</p>		<p>Data Points (Measurements):</p> <p>Reduce Suspensions for English Learners are in the Red category and in Orange for Hispanic/Latino and Socioeconomically Disadvantaged and move from to blue or green levels</p>

			<p>team on using RJP as a first intervention for discipline matters</p> <p>Improve documentation on Aeries for all RJP interventions</p> <p>Train all teachers in setting and developing classroom norms during August PD day.</p>			<p>Improve Graduation rates that are currently in Orange for Hispanic/Latino and Socioeconomically Disadvantaged Students to blue or green levels</p> <p>Aeries intervention data will indicate increased RJP practices indicated by the Aeries Intervention Dashboard. Baseline is 43 for April 2024 and goal is to increase the interventions by at least 20 for April of 2025.</p>
2.2	<p>Action Step 2.2: Train staff &amp; implement the MHS Protocol for Responding to Racist, Sexist and Other Discriminatory Incidents in conjunction with BP 5145.9 Hate-Motivated Behavior on an annual basis, and follow the protocol in each instance. Work with Student Equity Team to create inclusive culture of belonging and upstanding through student assemblies and anti-hate campus activities that reflects our anti-racist transformational journey</p>		<p>Timeline &amp; Funding: Spring 2024-ongoing</p> <p>SEC student board presentation to SMUHSD Board of Trustees- Spring 2024</p> <p>Organize and facilitate a Dehumanizing Language Assembly- SEC-schoolwide assembly in October of 2024</p>	<p>Administration Dean of Students Teachers Student Equity Advisor Activities Directors</p>		<p>Data Points (Measurements):</p> <p>Fall 2023 SEL Student Survey indicated students seek out friends first when feeling overwhelmed or stressed</p> <p>Reduce percentage of students who reported on the Spring 2023 SEL Student Survey indicated 15% of students have been the victim of hate-motivated speech or behavior, 25% have experienced micro-agressions on campus and 69% are aware of the schools anti-hate policy. Reduce these numbers by at least 10%.</p>

2.3	Action Step 2.3: Continue to explore structures for educators to discuss supports and interventions for students including MTSS Tier 2 & 3 teams, KidTalk, Tier 2 interventions and Flex time.		Timeline & Funding: Spring 2024-ongoing	Administration Site Leadership Team Department Leads Teachers Counseling		<p>Data Points (Measurements): Fall 2023 SEL Student Survey indicated a drop in school connection from 79 to 74%. Improve this percentage by at least 5%.</p> <p>A-G rates for Hispanic/Latino &amp; Pacific Islander students indicate students struggle with meeting A-G requirements in math and English; transcript reviews indicate a need for stronger success rates in 9th/10th grades. Increase the percentage of Hispanic/Latino &amp; Pacific Islander students meeting A-G requirements for the class of 2025 by at least 10%</p> <p>Fall 2023 SEL Student Survey indicated “school” as the major source of stress for students. Reduce rate of students reporting school as a major stress.</p>
2.4	Action Step 2.4: Create family partnerships that offer multiple points of entry for the diverse population we serve. This includes an affinity-based Spanish-speaking Parent Group, an English Language Advisory Council, and structured programs and events for		Timeline & Funding: Spring 2024-ongoing	Administration Family Engagement Coordinator English Learner Specialist Counseling Team		Data Points (Measurements): Focus group meetings with parents will report increased positive feedback in school connection

	families across different grade levels. Create opportunities and provide models for how staff can engage proactively and positively with families. Explore partnerships for affinity based parent groups with neighboring feeder Districts and SMUHSD schools.					<p>Reduce Suspensions for students in the Red and Orange category</p> <p>Increase Graduation rates that are in the Orange for Hispanic and Socioeconomically Disadvantaged Students so that graduation rates are in the Yellow, Green or Blue categories for the Class of 2025.</p>
2.5	Action Step 2.5: Implement a clear and cohesive protocol for responding to trancies that engages families in authentic ways to improve student attendance at school.		Timeline & Funding: Spring 2024-ongoing	Administration Attendance Liaison Dean of Students Social Worker		<p>Data Points (Measurements): Reduce Chronically Truant students using the A2A database by 2% or more</p> <p>Reduce referrals to District SARB Board (Student Attendance Review Board) each semester from an average of five to an average of two cases</p> <p>Convene SART (Student Attendance Review Teams) with all families to create an action plan for truant students that is monitored by school staff. Have SART teams meet bi-monthly with families.</p>
2.6						
2.7						

2.8						

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The Chronic Absenteeism rate for the 23/24 school year decreased from 9.2% to 6.9%, and decreased for the following student groups: Asian students (decrease of 2.3%), Hispanic/Latino (decrease by 2.6%), Two or More Races (decrease of 1.6%), White (decrease of 2.2%), Multilingual learners (decrease of 8.2%), Socio-Economically Disadvantaged students (decrease of 5.8%), and students with IEPs (decrease of 7.7%). The only category of students that increased chronic absenteeism rates include Filipino Students (increase of .9%). These decreases in chronic absenteeism is a result of the school's efforts to create more connection between students and the school community, working with the various parent groups to provide support and a clear, comprehensive and responsive chronic truancy protocol that is lead by the Dean of Students, attendance liaison, and District social worker. According to the 23/24 data for ML Attendance by School, Mills has the lowest rate of chronic absences for newcomer students in the District. However, growth areas include chronic absences for "medium term" and "long-term" multilingual students. Aligning more supports for "medium term" and "long-term" multilingual students through the systems at Mills including counseling supports, MTSS interventions, family engagement strategies and school connection will serve to make improvements in this area. While cohorting 9th/10th grade students as an exploratory strategy has been explored, efforts to align professional development interdepartmental and to fully utilize the new structure of discussing students of concern with grade-level colleagues (KidTalk) can further be used to address chronic absenteeism, increase school connection for students and reduce suspensions. Innovative Flex programs such as Intensive Flex, Wellness groups, and staff and student activities have served as important strategies to build connection with the groups of students in the red & orange categories for suspension. Furthermore, the administrative and dean will continue to align and calibrate on suspension practices while fully utilizing restorative practices and alternatives to suspension interventions.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Inclusive and Relevant Learning for Every Student

Create engaging rigorous learning experiences for all students that are aligned with their identities, lived experiences, and interests. Build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment. Ensure that all students will have access to rigorous coursework aligned to their interests and post-secondary goals.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal # 2 Humanizing Education: All students will participate in learning experiences that are joyful, uplifting, empowering, and validating of their identities.

### Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

WASC CAN: #2 A disproportionate number of our Hispanic/Latino population are identified to receive special education services, which indicates a need to focus on Multi-Tiered Systems of Support (MTSS), especially at the Tier 1 and Tier 2 levels.

WASC CAN#3 Mills needs to create learning environments for students that are both rigorous and humanizing, that uplift student voice and promote deep learning and engagement, and authentically assess student academic growth.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>The district will improve the percentage of students who are deemed “prepared” by meeting one or more elements of California’s College and Career Indicator.</p>	<p>23/24 SY (No. of Students: 293)            Prepared 67.9%            Increased 4%</p> <p>Hispanic/Latino (No. of Students: 59)            Prepared 32/2%            Declined 17.8%</p> <p>Socioeconomically Disadvantaged (No. of Students: 93)            Prepared 50.5%            Maintained .5%</p> <p>Students w/Disabilities (No. of Students: 33)            Prepared 15.2%            Increased 15.2%</p> <p>No Performance Color: ELs, Long Term ELs, Two or More Races</p>	<p>Increase % of "Prepared" students by 5% or more overall and in the following categories: Hispanic/Latino, Socioeconomically Disadvantaged, Students with Disabilities.</p>
<p>Disaggregated percentage of 10th graders on Track for Graduation year over year (fall 2022)</p>	<p>22/23 10th graders on track for graduation:            98.5% All Students            100% White            99.4% Asian            94.1% Filipino            95.6% Hispanic/Latino</p> <p>98.3% SES            93.1% Sw/IEPs            90.9% MLs</p> <p>23/24 10th graders on track for graduation:            98.6% All Students            100% Filipino            98.6% Asian            92.8 % White            91.8% Hispanic/Latino</p> <p>92% SES            86.4% Sw/IEPs</p>	<p>Increase the percentage of 10th graders on track for graduation for all students. Increase the percentage of students in the following groups by 2% or more: Hispanic/Latino, White, and Students with Disabilities. Increase by 5% or more Multi-lingual learners.</p>

	78.6% MLs	
Disaggregated percentage of 11th grade students met/exceeded standard in English-Language Arts (ELA) on CAASPP Assessment year over year.	<p>23/24 SY  Overall Met/Exceeded: 75%  Asian: 84%  Filipino: 87%  Latino: 49%  White: 56%  Two or more races: 86%  Socioeconomically Disadvantaged: 64%  Students with Disabilities: 20%</p> <p>ELA CAASPP 2024</p> <p>262 students</p> <p>All Students (Green)- Maintained, 55.5 points above standard overall</p> <ul style="list-style-type: none"> <li>• Hispanic/Latino students (No: 40) increased 56.8 points and are below standard by 26.5 points (yellow)</li> <li>• Socioeconomically disadvantaged students (No. 54) increased 63.7 points and are exceeding standard (blue)</li> <li>• English learners, Long-term English Learners and Students with disabilities are no performance color (not significant subgroups)</li> <li>• English Learners increased 47.8 points and are 34.8 points below standard</li> <li>• Students with disabilities increased 106.1 points and are 127.1 points below standard</li> </ul>	<p>Increase Hispanic/Latino students from orange to yellow or above categories for math and to green or above categories for English.</p> <p>Maintain or increase the performance All Students who are currently in the green in both math and English.</p>
Disaggregated percentage of 11th grade students met/exceeded standard in Math on CAASPP Assessment year over year.	<p>23/24 SY  Overall Met/Exceeded: 57%  Asian: 74%</p>	

	<p>Filipino: 53%          Latino: 18%          White: 34%          Two or more races: 50%          Socioeconomically Disadvantaged: 19%          Students with Disabilities: 5%</p> <p>Math CAASPP 2024</p> <p>261 students</p> <p>All Students (Green)- Increased 4.4 points, 6.1 points above standard</p> <ul style="list-style-type: none"> <li>• Hispanic/Latino students (No: 40) increased 42.5 points and are below standard by 123.2points (orange)</li> <li>• Socioeconomically disadvantaged students (No. 55) increased 68.5 points and are 23.8 points below standard (green)</li> <li>• English learners, Students with disabilities and White students are no performance color (not significant subgroups)</li> <li>• English Learners increased 50.6 points and are 70.5 points below standard</li> <li>• Students with disabilities increased 83.2 points and are 182.2 points below standard</li> <li>• White students declined 10.5 points and are 62.2 points below the standard</li> </ul>	
<p>Disaggregated percentage of 11th and 12th Grade students enrolled in two or more AP/IB/Dual Enrollment (Community College) courses year over year.</p>		
<p>Percentage of students accessing 7-period Day - improvement among HUGS students. English Learner Measure #1: Increase the percent of students making one year of growth on ELPAC</p>	<p>ML ELPI rates for 2023-24 showed that 71% of Multi-Lingual learners and 68% of Long Term English learners made gains compared to 45% of Multi-Lingual learners in 2022-2023.</p>	<p>Continue to increase ELPI by 3% or more for both English learners and Long Term English Learners for 2024-2025.</p>

English Learner Measure #1: Increase the percent of students making one year of growth on ELPAC	ML ELPI rates for 2023-24 showed that 71% of Multi-Lingual learners and 68% of Long Term English learners made gains compared to 45% of Multi-Lingual learners in 2022-2023.	Continue to increase ELPI by 3% or more for both English learners and Long Term English Learners for 2024-2025.
English Learner Measure #2: Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses	100% of MLs advanced to a higher course level during the reporting year.	Continue to maintain 100% of ML students advancing in courses each year.
English Learner Measure #3: Increase the percentage of EL's reclassified each year	ML ELPI rates for 2023-24 showed that 71% of Multi-Lingual learners and 68% of Long Term English learners made gains compared to 45% of Multi-Lingual learners in 2022-2023.	Continue to increase ELPI by 3% or more for both English learners and Long Term English Learners for 2024-2025.
Increase A-G eligibility for all students, especially our Latine, Students with Disabilities, and Multilingual learners	<p>Class of 2023 A-G Eligibility</p> <ul style="list-style-type: none"> <li>68% All students</li> <li>78% Asian</li> <li>79% Filipino</li> <li>65% White</li> <li>46% Hispanic/Latino</li> </ul> <p>47% Socioeconomically Disadvantaged students</p> <ul style="list-style-type: none"> <li>59% Multilingual learners</li> <li>15% Students with Disabilities</li> </ul> <p>Class of 2024 A-G Eligibility</p> <ul style="list-style-type: none"> <li>76% All Students</li> <li>87% Asian</li> <li>83% Filipino</li> <li>82% Two or more races</li> <li>76% White</li> <li>39% Hispanic/Latino</li> </ul> <p>64% Socioeconomically Disadvantaged students</p> <ul style="list-style-type: none"> <li>59% Multilingual learners</li> <li>25% Students with Disabilities</li> </ul>	

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
3.1	<p>Action Step 3.1: Address A-G disparities in math by</p> <p>Creating more opportunities for students to access Algebra 1&amp; 2 academic support (After school program, Intensive Flex, Self &amp; Social Empowerment class, co-taught math classes)</p> <p>Analyze the effectiveness of current instructional practices, such as frontloading math content and skills through informative assessments, quizzes, review, and group assignments before the summative assessments as indicators of student mastery.</p> <p>Continue to explore the current redemptive policies in the math program.</p> <p>Continue to discuss the alignment of assessments in math that are supported by structured PLC inquiry</p> <p>Provide professional learning opportunities for math teachers to join the District Math Intervention Task Force and expand their learning and teaching practices to support all students.</p>		Spring 2024-Ongoing	Math department leaders Math teachers Math Curriculum Council at District Level Administration		<p>Increase the percentage of Latine and Pacific Islander students by 10% that meet A-G requirements in the Class of 2025. Data analysis shows that Latine and Pacific Islander students fail to meet A-G requirements because they don't meet the math requirement in Algebra 2, as well as Science, and other core courses.</p> <p>Student feedback in the Fall 2023 SEL Student Survey identified math as the subject they need the most help with.</p>
3.2	Action Step 3.2: Develop a school-site Multi-Language Learner Taskforce to examine instructional practices that support MLLs &		Spring 2024-ongoing KidTalk on ELLs-Spring 2024	Administration English Learner Specialist Teachers		Data Points (Measurements): English Learner Progress has declined

	provide site professional development to all teachers for supporting a range of English Learners in the content classroom to fully implement the District's Multi-Lingual Student Standard Program Integration to close the academic gaps and increase graduation rates for MLLs			Site Leadership Team		31.8% in terms of students making progress towards English language proficiency. Improve progress rates by 10%. Suspensions for English Learners are in the Red category. Move suspension rates to blue or green category. 81.5% of English Learners graduated in 4 years. Improve graduation rate for Class of 2025 by at least 5%.
3.3	<p>Action Step 3.3: Increase the number of systematically marginalized students that are enrolled in an AP and/or Dual Enrollment and Advanced Pathway course and increase rates of College Preparedness for all students by:</p> <p>Increasing referrals by teachers</p> <p>Utilizing the Abl Master Schedule system</p> <p>Counselor 1:1 conferencing</p> <p>Targeted course information efforts during counseling presentations, course information day, and course selection</p> <p>Increasing CTE and Dual Enrollment options available to students and exploring more CTE pathways</p> <p>Improving college &amp; career readiness initiatives in courses</p>		Spring 2024-ongoing	Counseling Team Teachers Administration		<p>Data Points (Measurements):</p> <p>Increase the number of students recommended to participate in AP classes by 10% using the HUGS recommendation list</p> <p>Increase the percentage of Latine and Pacific Islander students in AP Programs by 5% according to the Program enrollment data.</p> <p>Increase the number of CTE pathways available to students by offering at least two more pathway programs</p> <p>Increase the percentage of students who are "prepared" for College Readiness by 10 percentage points for the</p>

						<p>Class of 2026, increasing from 63% to 73%.</p> <p>Students with Disabilities are in the Orange categories for ELA and Math, and the “very low” category for College &amp; Career for the 2023 CA Dashboard data.</p>
3.4	<p>Action Step 3.4: Providing access &amp; support for students with disabilities through the co-teaching program and a well-designed system of support to help students achieve by</p> <p>Improving communication and supports by case managers to content teachers</p> <p>Offering co-taught classes in the general education program</p> <p>Strategically assigning instructional aides (IAs) to content classrooms and providing general ed teacher professional development for working with IAs</p> <p>Develop targeted units on skill building and specialized instruction in Directed Studies to help students improve individual goals.</p> <p>At each eligibility evaluation, the IEP team will closely assess students’ needs for services</p> <p>Increase training in UDL for all teachers.</p>		Spring 2024-ongoing	<p>Special Education Department-Education Specialists &amp; Instructional Aides Administration Department Leaders</p> <p>College &amp; Career Advisor</p> <p>Counseling Team</p> <p>Vocational Specialists</p>		<p>Data Points (Measurements):</p> <p>Students with Disabilities are in the Orange categories for ELA and Math, and the “very low” category for College &amp; Career for the 2023 CA Dashboard data.</p> <p>Increase these categories to yellow, blue or green areas for 2024 and beyond.</p>

	Fully implement Tier 1 and Tier 2 of our MTSS systems.					
3.5	Action Step 3.5- Train and implement teachers in the District's new Instructional Framework. Ensure instruction is culturally responsive, rigorous, accessible, and aligned to content standards and that high-leverage pedagogical instructional strategies are used daily in each classroom.		Spring 2024-ongoing	Department Leaders Administration Instructional Coaches Teachers Site Leadership Team District Instructional Leadership Team (ILT)		<p>Data Points (Measurements): Data analysis shows that Latine and Pacific Islander students fail to meet A-G requirements. Increase the percentage of students that meet the requirements by at least 5% for the Class of 2025.</p> <p>Students with Disabilities are in the Orange categories for ELA and Math, and the "very low" category for College &amp; Career for the 2023 CA Da4shboard data. Improve these rates to qualify for the yellow, blue or green category.</p> <p>English Learner Progress has declined 31.8% in terms of students making progress towards English language proficiency. Improve progress rates by 10%.</p> <p>81.5% of English Learners graduated in 4 years. Improve graduation rate for Class of 2025 by at least 5%.</p> <p>Professional Development attendance during</p>

						<p>District framework training and evidence of implementation of the framework in the classroom will increase by 5% for October 2024 PD day.</p> <p>Set baseline of teachers on evaluation setting goals connected to the Instructional Framework in Fall of 2024.</p> <p>Set baseline of teachers that use Sample lessons that show evidence of the Instructional Framework in each classroom in Fall of 2024</p>
<b>3.6</b>						
<b>3.7</b>	<p>Action Step 3.7- Improve MTSS System of Supports at Tier 1 &amp; Tier 2 levels to address disproportionality of Hispanic/Latino students receiving Special Education Services by improving the fidelity of Tier 1 academic and behavior interventions in each classroom, implementing Tier 2 team meetings (identification and progress monitoring systems) and developing a Tier 3 team. Use student voice from Tier 3 students to design Tier 1 systems.</p> <p>Continue to use FLEX as an opportunity to provide 1:1 supports for students</p>		Spring 2024-ongoing	Administration MTSS Coordinator Tier 1 Team Tier 2 Team Tier 3 Team Teachers		<p>43% of students with IEPs are Hispanic/Latino whereas only 18% of the total student population are Hispanic/Latino. Reduce the percentage of Hispanic/Latino students who receive an IEP by 10% by the end of the Fall semester 2024.</p> <p>Over 52% of the Hispanic/Latino students with an IEP are classified with a SLP (Specific Learning Disability). Reduce the percentage of</p>

	Create positive recognition events for students who make improvements in academics, school goals and attendance					Hispanic/Latino students who receive an IEP by 5% by the end of the Fall semester 2024.
3.10						

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Data for 23/24 for Hispanic/Latino students shows a decrease for 10th graders on track for graduation by 2.3%. Overall, 91.8% of Hispanic/Latino students are on track to graduate from the 23/24 cohort, a significant increase from 21/22 of 79.7% of Hispanic/Latino students. Asian and Filipino students on track to graduate by the end of the 10th grade year remain well over 95%. Groups to focus on for 10th-grade on-track data include multi-lingual learners (78.6 % are on track for graduation in the 23/24 cohort), and students with IEPs (86.4% are on track to graduate for the 23/24 cohort). A clear and coherent MTSS system with a focus on Tier 1 instructional strategies in the classroom occurred throughout professional development and collaboration time during the school year. Teachers implemented three cycles of inquiry based on the data, including 1) building authentic relationships with students 2) differentiating learning for students using the Universal Design for Learning Framework, and 3) working with interdepartmental teams to discuss giving students feedback for learning and growth. A department chair in the math department participated in the District Math Intervention Taskforce. A support class for Algebra 2 was offered in the Fall semester. Data in the fall showed that 63% of the students who took Algebra 2 support received a C- or above as a final grade for Algebra 2 in the Fall of 2024; 37% did not (failed to meet the A-G requirement of passing Algebra 2, despite being in the support class). Further data shows that 79% of the students placed in Algebra 1 support passed Algebra 1 with a C- or higher for the Fall of 2024, while 36% did not pass.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Action Step 3.6- Convene a Flex taskforce to refine Flex as a Tier 1 support that is effectively used by 85% or more of students to improve academic success. This action step was implemented in the Spring of 2024, and several convenings of the task force occurred to examine student and staff data and come to a consensus regarding a recommendation for aligning Flex systems across the school. A presentation was made to the faculty in the Spring of 2024 for

consideration. The outcome resulted in no changes being made to the Flex system at Mills despite the task force's work and data analysis and recommendations. Therefore, this action step has been removed from the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Supporting and Empowering Staff

Create and sustain professional learning communities that focus on student learning through the instructional core (teachers-students-content), the SMUHSD instructional framework, and cycles of inquiry.

Teachers on probationary and temporary status will participate in the Instructional Coaching Program and the SMUHSD Induction Program if they need to clear their credentials. All faculty will feel supported and included in our school and collegial community.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3: Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes a culture of well-being and learning among students.

### Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

WASC CAN:#1 Based on the academic achievement and school climate data, there remains a need for further development as an equity-centered culturally responsive school that centers authentic relationships, cultural relevance, inclusivity and connection for all students.

#2 A disproportionate number of our Hispanic/Latino population are identified to receive special education services and indicates a need to focus on Multi-Tiered Systems of Support (MTSS), especially at the Tier 1 and Tier 2 levels.

#3 Mills needs to create learning environments for students that are both rigorous and humanizing, that uplift student voice and promote deep learning and engagement, and authentically assess student academic growth.

#5 Strengthen the structures and protocols for Departments and PLCs to support students, collaborate on lessons, and share student work and assessments that inform teaching and instructional practices

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase % of SMUHSD teachers who meet the minimum qualifications for Dual Enrollment courses including Master's Degrees		
Improvement of teacher satisfaction with professional learning experiences (via annual Panorama survey)		
Implementation measure regarding anti-racist teaching practices (% of teachers self-reporting and/or observed implementing practice[s]) - create measure and set baseline in 2021-22 and then improvement target for subsequent years		
Implementation measure regarding School-wide common Tier I universal support practices (% of teachers self-reporting and/or observed implementing practice[s]) - set baseline in 2021-22 and then improvement target for subsequent years		
Improvement of teacher of color perception of support/inclusion in school community (via Panorama Survey) - set baseline in 2021-22 and then improvement target for subsequent years		

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
4.1	Action Step 4.1: Site-Based Professional Development Priorities for the 25/26 school year include providing professional development aligned to the		Spring 2024 - ongoing	Site Leadership Team Administration Team Department Leads		Data Points (Measurements):  Increase graduation rates for students with

	instructional core (teachers-students-content), the SMUHSD Instructional Framework, and cycles of inquiry.			Tier 1 Team Tier 2 Team MTSS Coordinator		<p>disabilities, Hispanic/Latino and students who are socioeconomically disadvantaged by 3% or more.</p> <p>Increase A-G eligibility rates for Hispanic/Latino, students with disabilities and Multi-lingual learners by 3% or more.</p> <p>Increase CAASPP ELA and Math "met or exceeded" rates for Hispanic/Latino, White, socioeconomically disadvantaged students and students with IEPs by 3% or more.</p> <p>Increase College &amp; Career indicator for Hispanic/Latino students, Socioeconomically Disadvantaged students and students with disabilities by 3% or more.</p>
4.2	<p>Action Step 4.2: Strengthen our PLC structure to support teacher collaboration and student learning.</p> <p>Develop PLCs that allow teachers to collaborate and build collective efforts to support shared students and increase student achievement.</p> <p>Strengthen Tier 1 classroom practices by having grade-level PLCs that meet and discuss</p>		Spring 2024 - ongoing	<p>Site Leadership Team</p> <p>Administration Team</p> <p>Department Leads</p> <p>Tier 1 Team</p> <p>Tier 2 Team</p> <p>MTSS Coordinator</p>		<p>Data Points (Measurements): Staff found KidTalk with fellow staff members beneficial based upon staff feedback</p> <p>81.5% of English Learners graduated in 4 years. Improve graduation rate for Class of 2025 by at least 5%.</p>

	<p>classroom interventions (KidTalk) and provide structures for educators to discuss common instructional strategies.</p> <p>Develop structures that increase the transparency and equity goals of PLCs and Departments (i.e. standard templates, standard student work protocols, data analysis, and common agreements).</p> <p>Develop and use protocols for Departments and PLCs to share student work and assessments that inform teaching and instructional practices, including common rubrics.</p>					<p>Data analysis shows that Hispanic/Latino students, students with disabilities and Multi-lingual learners fail to meet A-G requirements compared to their Asian and White peers. Increase the percentage of students that meet the requirements by at least 5% for the Class of 2025.</p> <p>Hispanic/Latino students are in the yellow category for ELA and the orange category for Math, and the orange category for College &amp; Career for the 2024 CA Dashboard data.</p> <p>The 2024 CA Dashboard data shows an increase for Students with Disabilities for College &amp; Career Readiness by 15.2%. Students with Disabilities were "no performance color" in ELA and Math, indicating that they were not a significant subgroup for ELA and Math CAASPP testing in 2024.</p>
4.3	Action Step 4.3: Align the instructional coaching program with site and district priorities that fully support new teachers entering the profession.		Spring 2024 - ongoing	Administration Site Leadership Team Instructional Coaches		<p>Data Points (Measurements):</p> <p>According to the Certificated Staff Fall</p>

	<p>Continue the monthly New Teacher training structure at the school site and use a cohort model to provide support and opportunities for peer observation.</p> <p>Increase opportunities for New Teachers to attend training and workshops related to school equity goals.</p>					<p>2023 Panorama Survey, only 51% of certificated staff responded favorably to finding equity-focused professional development opportunities being valuable. Increase favorable responses by 10% for Fall of 2024.</p> <p>According to the Certificated staff Panorama Fall 2023 Survey, only 38% of certificated staff responded favorably to professional development being provided by the school effectively improving teachers' instructional practice. Increase percent of favorable responses by 10% for Fall of 2024.</p>
4.4	<p>Action Step 4.4: Utilize protocols to develop collegiality and trust among staff and faculty.</p>		Spring 2024 - ongoing	Administration Department Leads Site Leadership		<p>Data Points (Measurements):</p> <p>According to the Fall 2022 Certificated Staff survey, 42% of Mills certificated staff answered that they were somewhat confident that adults at school can have honest conversations with each other about race. Increase percent of staff responding favorably by 10% for Fall of 2024.</p>

						According to the Fall 2022 Certificated Survey, 50% of staff answered that adults at our school discuss major news related to race.
4.5	<p>Action Step 4.5: Strengthen our professional learning environment by improving the culture, climate, and relationship of adults to support the school and center the common purpose of serving our students and families.</p> <p>Develop schoolwide norms for PD and Faculty Meetings that foster our equity work and embrace the diversity, experience, knowledge, and relationships among school staff.</p> <p>Provide opportunities for educators to share their WHY for working at Mills and HOW we support students and that center our vision and mission.</p> <p>Collect input on professional development offerings.</p> <p>Establish a Sunshine Committee that plans and develops staff community-building events and recognition.</p>		Spring 2024 - ongoing	Administration Site Leadership Department Leads Sunshine Committee		<p>Data Points (Measurements):</p> <p>Staff found collaboration with fellow teachers beneficial for their professional development based upon feedback from PD day. Feedback regarding the relevance, structure and satisfaction of collaboration time and professional development days increased from the previous year.</p> <p>Increase percentage of favorable responses by 5% for the following according to the Fall 2023 Certificated Staff Survey</p> <p>54% of respondents reported the culture being cooperative and team orientated</p> <p>67% reported administrators treat staff with respect</p> <p>54% reported staff treat administrators with respect</p>

						56% reported staff & administrators care about each other
4.7						

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Feedback is collected after each site-based and District-based professional development day and analyzed by the site leadership team. As the faculty engaged in three cycles of inquiry this year focused on Tier 1 practices (developing authentic relationships; differentiating instruction through the UDL framework, and analyzing how we give instructional feedback to students), themes that emerged from the feedback included: Positive feedback about content during professional learning -working in trios, assessment, choice board, UDL framework, sharing instructional strategies, analyzing student work; people appreciated collaborating with members they haven't before (inter-departmental trios); there is positive feedback for KidTalk- helping teachers connect across content, and teachers see Kidtalk an important foundation of our collaboration structures. Areas of growth include incorporating more socio-emotional learning (self-care) sessions for educators; developing a more cohesive faculty that is aligned to further student learning in the classroom; to garner more teacher input for professional development; and to use protocols more consistently that can then be applied in the classroom. Furthermore, teachers would like to see more decision-making take place in the Academic Senate.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 6

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 7

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
---------------------	-------------	-----------------------	----------	-----------------------	-----------------------	--------------------------------------

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 8

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
---------------------	-------------	-----------------------	----------	-----------------------	-----------------------	--------------------------------------

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 9

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
---------------------	-------------	-----------------------	----------	-----------------------	-----------------------	--------------------------------------

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 10

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

## Expenditures by Goal

Goal Number	Total Expenditures
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# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 3 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Pamela Duszynski	Principal
Jonathan White	Other School Staff
Rachel Mack	Other School Staff
Cybil Schroeder	Other School Staff
Alexandra Dove	Classroom Teacher
Anjali Abraham	Classroom Teacher
Oded Korczyn	Parent or Community Member
Karen Chin	Parent or Community Member
Hunter Shui	Secondary Student
	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 3/26/25.

Attested:



Principal, Pamela Duszynski on 3/26/25

## Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

**Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## **Resource Inequities**

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

**Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**

- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success. A school may number the goals using the “Goal #” for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Major Student Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school’s eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.  
Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.
- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

**Annual Review**

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

### Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Major Student Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
      - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      - b. Use methods and instructional strategies that:
        - i. Strengthen the academic program in the school,
        - ii. Increase the amount and quality of learning time, and
        - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        - i. Strategies to improve students' skills outside the academic subject areas;
        - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
  - C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
  - D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  1. Ensure that those students' difficulties are identified on a timely basis; and
  2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Major Student Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Major Student Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Major Student Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]*) as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab): <https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars**: <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts**: <https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Major Student Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): <https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar: <https://www.cde.ca.gov/sp/sw/t1/documents/atciplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts: <https://www.cde.ca.gov/sp/sw/t1/atciplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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